

# Inspection of a good school: St John the Evangelist C.E. Nursery and Infant School

Old Newton Road, Newbury, Berkshire RG14 7DE

---

Inspection dates:

8–9 October 2019

## Outcome

St John the Evangelist C.E. Nursery and Infant School continues to be a good school.

## What is it like to attend this school?

Leaders strive to make this school a happy place where pupils learn well. Staff are kind, dedicated and caring. Pupils are friendly and chatty. Everyone enjoys learning together. This is clearly a place where pupils feel safe and valued. As a result, they thrive.

Pupils learn the importance of being part of a community. Through the close links with the church and taking part in events such as Newbury in Bloom, they learn to take care of others and their surroundings. Parents and carers value the school's community ethos. They say the school 'feels like a family'.

Teachers make sure that pupils understand the importance of working together, sharing and being kind. Most pupils demonstrate these skills at both work and play. They behave well. When, occasionally, a few pupils find this difficult, staff guide and support them to manage more successfully, while remaining included in the life of the school. In lessons, pupils follow instructions and are keen to share their ideas. Outside, pupils play happily together and enjoy using the well-developed play area. Pupils have no concerns about bullying. They are confident that staff will keep them safe.

## What does the school do well and what does it need to do better?

Pupils benefit from a high-quality start to their education. By the end of Year 2, pupils are prepared well for their next school.

The school has experienced a period of leadership changes. Despite this, the strong culture of teamwork that leaders have nurtured and the dedication of staff at all levels ensure that the school runs smoothly for pupils.

Teachers plan carefully so that pupils enjoy learning across a wide range of subjects. They ensure that learning in classes is linked and meaningful for pupils. However, subject leaders have not checked that the content of all subject plans is carefully ordered over time. This means that, in science for example, pupils have plenty of opportunity to make

and test predictions but do not build securely on what they already know and understand to help them in their work or when recording results.

Teachers and teaching assistants work extremely well together throughout the school. This helps teaching assistants to provide high-quality support for pupils, including those with special educational needs and/or disabilities (SEND). Pupils with SEND benefit from additional support which is carefully matched to their needs. This helps them to be fully included in learning alongside their peers. Adults adapt plans carefully so that learning for these pupils is broken down into manageable steps and they experience success.

Leaders ensure that reading is a high priority across the school. Adults read regularly to and with pupils from the nursery upwards. Pupils relish joining in with stories and poems. When pupils are learning to read, they are given books which match their developing skills well. This helps them to tell and read stories accurately and with growing confidence and fluency.

Children entering Reception Year are taught phonics (letters and the sounds they represent) from the start. They quickly gain confidence in learning carefully chosen sounds which they then blend to read words. Teachers keep a very close eye on how pupils are doing. If pupils struggle, they are given the help they need to catch up.

Right from the start in the early years, pupils are given plenty of opportunities to develop their mathematical understanding. Early years staff routinely incorporate activities such as measuring into children's play. Teachers across the school pay careful attention to making sure that pupils, including those with SEND, have a firm grasp of mathematical ideas, such as 'whole' and 'parts', that will underpin their later learning. As a result, pupils become confident mathematicians.

Interactions across the school are characterised by warmth and good humour. This adds to the strong sense of care which abounds and provides good models for pupils. They replicate this sense of care and kindness in their own behaviour around the school. Pupils grow in confidence. This supports them in trying the wide range of extra activities that are on offer, from sports, including dancing, to lunchtime pottery. Leaders have taken care to ensure that all pupils, including disadvantaged pupils, benefit from this provision and the many trips they organise for pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding pupils is of central importance. Leaders ensure that staff receive up-to-date training. Staff know what to do and who to talk to if they have concerns. Leaders make sure that any concerns are looked into and followed through. They work well with other agencies when they need to so that pupils who need it receive appropriate support.

Adults teach pupils to share any worries they have. They take time to listen and to build relationships that make pupils feel secure. This helps to keep pupils safe. They teach pupils to identify and manage risk in an age-appropriate way.

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

### (Information for the school and appropriate authority)

- Leaders should ensure that the effectiveness of subject leadership is strengthened. Subject leaders need to consistently monitor teaching in their subjects and pupils' developing progress and link these precisely to appropriate training and development for staff so that sequences of learning for pupils are even more effective.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 12 January 2011.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	110093
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10111332
<b>Type of school</b>	Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	190
<b>Appropriate authority</b>	The governing body
<b>Chairs of governing body</b>	Sue Brown and Jane Renouf
<b>Headteacher</b>	Gaynor Zimmerman
<b>Website</b>	<a href="http://www.stjohnnev.w-berks.sch.uk/">www.stjohnnev.w-berks.sch.uk/</a>
<b>Date of previous inspection</b>	9 March 2016

## Information about this school

- Since the previous inspection, the headteacher has moved to a part-time role. She leads the school for three days a week. For the other two days, the deputy headteacher takes on an acting headteacher role. Clear responsibilities to support this shared leadership have recently been generated with the support of the local authority.
- The school is a Church of England voluntary aided nursery and infant school. There is a nursery which accepts children from the age of three.

## Information about this inspection

- The headteacher was unable to be in school for the inspection. However, she spoke briefly to the inspector on the telephone. The acting headteacher and other leaders were fully involved in the inspection process.
- The inspector met with the acting headteacher, leaders, staff and representatives from the governing body, local authority and diocese. The inspector spoke to parents at the school gate and considered their responses to Ofsted's Parent View questionnaire, including free-text responses.
- The inspector looked closely at the provision for reading, mathematics and science across the school. She visited a range lessons and looked at learning plans. The

inspector spoke to pupils and staff about pupils' learning and looked at pupils' work.

- The inspector spoke to pupils, parents and staff about the school's work to keep pupils safe. A range of safeguarding documentation was considered.

### **Inspection team**

Deborah Gordon, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:  
<http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019