

Inspection of St John's Community Primary School and Nursery

Horning Road, Hoveton, Norwich, Norfolk NR12 8NX

Inspection dates: 6–7 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this school?

Pupils at St John's have excellent attitudes to learning. They are taught to discuss, debate and work out problems from a very early age. They are highly respectful of each other's opinions and genuinely interested in finding out more about other pupils' ideas.

Classrooms are places full of lively discussion and where pupils work hard. They say their lessons are interesting. Learning in the forest area is especially popular, for example when pupils build air raid shelters and cook using Second World War recipes on an outside fire.

Teachers have worked together over the last few years to improve the way they teach. Pupils benefit from the good teaching over time that they receive. Some pupils do not do as well in gaining early phonics knowledge as they should.

At playtimes, pupils are well behaved. They say that bullying is rare. Older pupils look out for the youngest children. Pupils with additional needs are valued members of the school community.

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

Pupils' attitudes to learning at St John's are exceptional. They are taught to listen carefully to each other, ask detailed questions and respond well. Discussions with teachers and other pupils helps to improve pupils' vocabulary and understanding of what is being taught very well.

Pupils' personal development is a high priority. Leaders provide many opportunities beyond the core subjects, for example canoeing on the local Broads. These offer pupils the chance to challenge themselves in different ways. Pupils give back to the local community through links with homes for the elderly. They are well prepared to be good citizens in modern Britain. Their behaviour is outstanding.

In mathematics, most teachers make good use of apparatus such as number rods to help pupils to learn. Pupils become fluent in mental arithmetic and in using numbers by challenging themselves in online competitions.

Improving pupils' reading and writing has been a priority for school leaders in recent years. Teachers use drama and actions to help pupils retell stories. They get pupils to do shorter pieces of writing and build up to longer pieces. This is effective. Pupils record work in lots of different ways in subjects other than English and mathematics. For some pupils, the presentation of their work does not always match the quality of the content.

Early reading is taught using consistent methods across the early years, into key stage 1 and beyond. However, teachers do not always give pupils enough time to

practise both reading and writing the sounds they learn. Some pupils do not gain the skills they need to make the best start with their reading.

The curriculum beyond mathematics and English interests pupils and encourages them to learn. In science, there is a strong focus on investigation and practical work. Pupils remember well the knowledge they have learned in previous lessons. They understand and use scientific vocabulary.

Pupils with special educational needs and/or disabilities (SEND) are well provided for. The SEND coordinator (SENCo) is knowledgeable. Pupils with SEND receive high quality support. Where necessary, external placements and/or specialist advice are sought.

The SENCo works closely with the in-school counsellor. Together they ensure that pastoral support for pupils with emotional or mental health needs is of extremely high quality.

Children make a strong start to their education in the early years. Parents value the effective communication links. A series of workshops helps them know how to support their children's learning. Staff make sure that children access the outside area, no matter what the weather. For example, during a rainstorm, children painted their names on the wet floor and jumped in puddles. They practised early writing by making warning signs for others about the flood that had developed.

The school is led very well by an established headteacher and her senior leadership team. Parents are extremely positive about the support that they receive. Staff have excellent relationships with the pupils in their care.

Staff well-being is a priority for the headteacher and her team. Any changes to the way the school works are always about the best interests of the pupils, but with regard for staff workload. Staff feel exceptionally well supported. They access a wide range of training.

Teachers have worked together to create a well-ordered plan for what is taught and when in key stages 1 and 2. This is now being extended into the early years planning. Some subject leaders are new to post and need further training to be able to carry out their roles to a high standard.

Safeguarding

The arrangements for safeguarding are effective.

The care and support for pupils is of a very high standard. Staff pass on any concerns about pupils to the headteacher or counsellor and these are followed up quickly and appropriately. Families who need extra help are signposted to this in a supportive way.

Governors are clear about their responsibilities and make sure that all appropriate

checks are made on adults who have regular contact with pupils.

Pupils know how to keep themselves safe, both online and when out and about. All parents who responded to the online survey, Parent View, agreed that their children were safe. All respondents would recommend the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes pupils' presentation is not as neat when they are writing in places other than their exercise books. As the school continues to develop the different and innovative approaches to recording work across the curriculum, teachers and leaders need to ensure that a focus on fluent, accurate handwriting is maintained.
- The percentage of pupils who reach the expected standard in phonics at the end of Year 1 has been below the national average for the last three years. Leaders need to further review practice in this area throughout the early years, into key stage 1 and beyond to ensure that pupils make an even better start with their reading.
- Following the wholesale review of the curriculum, teachers beyond the senior leadership team are being encouraged to take subject responsibilities. Leaders should ensure that all subject leads have the support and development they need to be able to fulfil these roles effectively, including being able to draw Nursery and Reception into the long-term curriculum progression model.

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're 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

Unique reference number	120920
Local authority	Norfolk
Inspection number	10110240
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	The governing body
Chair of governing body	Tim Jermyn
Headteacher	Rebecca Quinn
Website	www.hovetonstjohn.co.uk
Date of previous inspection	25–26 June 2015

Information about this school

- This is an average-sized primary school that serves the villages of Hoveton and Wroxham.
- The Nursery provides seven sessions a week: mornings and afternoons on two days, mornings only on three days.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- As part of this inspection, inspectors met with the headteacher, deputy headteacher, subject leaders and the special educational needs coordinator. They also met with groups of teachers and pupils. They met with members of the governing body.
- Reading, writing, mathematics and science were considered in depth as part of this inspection. Inspectors spoke to subject leaders, visited lessons, undertook work scrutinies, and met with teachers and pupils to help them to understand the quality of education.
- To inspect the school's safeguarding arrangements, inspectors spoke to the designated safeguarding lead, members of staff, parents, governing body

members and pupils. They checked the single central record and a sample of safeguarding records.

- Inspectors observed playtimes and lunchtime.

Inspection team

Tessa Holledge, lead inspector

Her Majesty's Inspector

Nick Butt

Ofsted Inspector

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