

Inspection of St John the Evangelist Church of England Voluntary Aided Primary School

Bluebell Way, Shilton Park, Carterton, Oxfordshire OX18 1JF

Inspection dates: 28–29 January 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Leaders and staff have the highest expectations of all pupils. Pupils work very hard in lessons and achieve exceptionally well across the curriculum. They have extremely high aspirations. Pupils relish the opportunities that the school offers. The wide range of clubs that the vast majority of pupils attend enrich their understanding of the world.

Pupils' behaviour is impeccable. They feel safe and extremely well cared for. Pupils told us that bullying is unheard of because 'everyone is very kind and caring'. They are very knowledgeable about how to keep safe when using the internet. Pupils show a responsible and mature attitude at all times. Playtimes are positive, sociable occasions. One pupil's comment echoed the views of others: 'Our school is just extra amazing.'

Leaders and staff go over and above to prepare pupils for life in modern Britain. Pupils' work in the community and beyond is inspirational. For instance, pupils work with local elderly residents on intergenerational projects, support a number of charities and collaborate with a school in Africa. Leaders and staff seize every opportunity to ensure that pupils understand their place in the world past the school gates. Pupils think deeply about local and global issues.

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

The quality of education is outstanding. Leaders, staff and governors want the best for all pupils. Leaders are unyielding in their pursuit of excellence in all areas. All pupils leave fully prepared for their future learning. Leaders inspire staff and pupils to achieve their full potential.

Leaders have created an extremely well-structured curriculum. It is well thought through and carefully connected across all age groups. It equips pupils with a deep knowledge and understanding of the main ideas and concepts in all subjects. Leaders have refined the curriculum to ensure that pupils with special educational needs and/or disabilities (SEND) flourish and achieve highly in their work.

Pupils' behaviour and attitudes to learning are exemplary. Pupils are deeply engrossed and highly motivated in lessons. They display a genuine thirst for knowledge and the utmost commitment to learning.

Teachers ensure that pupils are completely secure in their knowledge and skills for each subject before moving on to new topics. Leaders and teachers plan exciting lessons that bring learning to life. As a result, pupils achieve highly across the curriculum. Teachers ensure that pupils broaden their vocabulary in all subjects. Consequently, pupils articulate their understanding of complex ideas exceptionally well. Each experience is an opportunity for irresistible learning.

Leaders and staff prioritise the teaching of reading throughout the curriculum. The teaching of phonics is highly effective, both in early years and key stage 1. Staff use their expert knowledge to make sure that all pupils read fluently and confidently. They ensure that books match pupils' reading ability with expert precision. Teachers organise reading books carefully to support pupils' understanding of the curriculum. There is a tangible buzz about reading throughout the school. Pupils are eager to read and enjoy talking about the books they read.

The early years curriculum enthuses children. This is because staff carefully design activities that spark children's natural curiosity and creativity. Children in both Nursery and Reception concentrate well and are engrossed in learning. Staff are expertly skilled in ensuring that children develop strong language skills and an understanding of the world. We observed children carefully counting and explaining how much of a refund they were owed for the 'damaged goods' they wanted to return to the toy store. Children develop exceptionally strong empathy through the curriculum. They are kind, tolerant and supportive of each other. Children have warm, nurturing relationships with staff.

Leaders and staff skilfully develop pupils' understanding of the world they inhabit throughout the curriculum. For example, pupils have opportunities to learn about the importance of democracy, free speech and tolerance. Pupils elect their peers to the school council. Pupils discuss issues such as pollution, animal cruelty and homelessness with reason and respect for the opinions of others. Pupils understand that all people should be treated equally. Pupils are very knowledgeable about diversity in modern Britain.

Governors are very ambitious for pupils' academic and social success. They visit the school regularly and provide challenge and support in equal measure. Staff are proud to work at the school. They feel greatly supported by leaders and governors in managing their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture where the well-being and safety of pupils are given paramount importance. Pupils are confident that there are trusted adults they can speak to if they are worried about something. Well-trained staff know what to do if they have a concern. Leaders use their expertise and knowledge about pupils very well when assessing levels of risk and deciding on appropriate next steps. The pastoral team provides well-targeted support in school and works effectively with agencies to help pupils and families get the support they need.

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 the school and 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

Unique reference number	133532
Local authority	Oxfordshire
Inspection number	10087962
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	464
Appropriate authority	The governing body
Chair of governing body	Simon Watson
Headteacher	Mark Smith
Website	www.st-john.oxon.sch.uk
Date of previous inspection	5 July 2018

Information about this school

There have been no relevant changes since the last inspection.

Information about this inspection

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

- We held meetings with the headteacher, senior and subject leaders, and members of the governing body, including the chair of governors. An inspector made a telephone call to a representative from the Diocese of Oxfordshire and also met with a representative from the local authority.
- We did deep dives in the following subjects: reading, writing, mathematics, geography and science. In each subject, we met with curriculum leaders, visited lessons, talked to pupils, spoke to teachers and looked at pupils' work.
- We considered views of staff from meeting with staff and from the responses of 32 staff to the confidential questionnaire.
- We reviewed safeguarding records, including the central record of recruitment checks on staff.

- We spoke to parents during the inspection and considered the views of 90 parents and carers who responded to Ofsted’s questionnaire, Parent View.

Inspection team

Shazia Akram, lead inspector

Her Majesty’s Inspector

Michael Green

Her Majesty’s Inspector

Simon Francis

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2020