



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

Inspection Report - Amended

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**Unique Reference Number** 109274  
**Local Authority** North Somerset  
**Inspection number** 288336  
**Inspection dates** 19–20 September 2006  
**Reporting inspector** Martin Kerly

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>                     | Primary            | <b>School address</b>   | Fosseway     |
| <b>School category</b>                    | Voluntary aided    |                         | Clevedon     |
| <b>Age range of pupils</b>                | 4–11               |                         | BS21 5EL     |
| <b>Gender of pupils</b>                   | Mixed              | <b>Telephone number</b> | 01275 873417 |
| <b>Number on roll (school)</b>            | 274                | <b>Fax number</b>       | 01275 873417 |
| <b>Appropriate authority</b>              | The governing body | <b>Chair</b>            | Kim Reeve    |
|   |                    | <b>Headteacher</b>      | Ruth Newton  |
| <b>Date of previous school inspection</b> | 3 June 2003        |                         |              |

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|--------------------------|---|------------------------------------|
| <b>Age group</b><br>4–11 | <b>Inspection dates</b><br>19–20 September 2006 | <b>Inspection number</b><br>288336 |
|--------------------------|---|------------------------------------|

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## **Amended Report Addendum**

Report updated to resolve formatting inconsistency

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## Introduction

The inspection was carried out by a team of three Additional Inspectors.

## Description of the school

The school is a little larger than average. Most of the nine classes include pupils from two different year groups and in some lessons pupils from three year groups are taught together. Pupils come from a suburban area within Clevedon. Most are from families with broadly average socio-economic circumstances. Almost all are White British. The proportion with learning difficulties and/or physical disabilities is smaller than that usually found.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## Overall effectiveness of the school

### Grade: 2

This is a good school. It has improved substantially during the last two years following a period of uncertainty and decline. Pupils achieve well and this leads to standards that are significantly above the national average by the end of Year 6.

The school's strong Christian ethos and values and the good care, guidance and support successfully promote good personal development and well-being. Pupils' spiritual, moral, social and cultural development is excellent. One parent summed up the views of many by writing, 'St John's has enabled my children to learn and grow in confidence in a calm, caring and happy environment'. Pupils' excellent behaviour contributes to the good learning atmosphere in lessons. Teaching is good with some excellent examples. In most lessons, work is carefully planned so that it matches the needs of all pupils. However, classes in the junior years are large, and in a minority of lessons some pupils of very different abilities from Years 4, 5 and 6 are taught together in a large group with one teacher and no teaching assistant. In these cases, particularly in mathematics, the exceptionally wide range of individual needs is not sufficiently addressed.

Children enter the Foundation Stage with attainment levels broadly in line with those usually found at this age. There is some good teaching in the Foundation Stage but overall learning here is satisfactory because teachers' expectations, particularly of the more able children, are not high enough. Standards by the end of the Foundation Stage are in line with national expectations although relatively few children fully meet or exceed the national learning goals for their age. The curriculum is good, including in the Foundation Stage, and is adapted effectively to ensure the relatively few pupils with learning difficulties and/or physical disabilities are supported well enabling them to play a full role in the life of the school.

Leadership and management of the school are good. The headteacher provides good leadership. She has successfully strengthened the clear vision for the school, building on its established nurturing ethos whilst raising expectations of all. Leadership has been further strengthened by the expansion of the leadership team involving more staff in decision making and monitoring, and a greater role for subject leaders. The headteacher has established detailed and rigorous checks on the performance of the school and comprehensive data showing the standards and progress of pupils. This information and data are now used well by the leadership team to set challenging performance targets and to help set priorities for the strategic improvement plans. However, these plans, and those by subject leaders, do not contain sufficiently detailed action plans to help ensure priorities are systematically worked upon and introduced across the whole school. Governors play a full part in the strategic decision-making process and fulfil their roles well.

All five main issues for improvement identified in the previous report have been addressed, particularly within the last two years, with considerable improvements being made in pupils' achievements and leadership. The school has an accurate view of its

strengths and weaknesses and, given the accelerated progress in addressing previously reported issues, it is well placed to improve further.

### **What the school should do to improve further**

- Improve children's achievement in the Foundation Stage, particularly for the more able, by raising teachers' expectations, so that more children fully meet or exceed the national learning goals by the end of the year.
- Improve the quality and detail of school and subject action plans in order to clarify how new developments are going to be introduced.
- Review and improve the way older pupils are grouped and staff are deployed to ensure the varied needs of different age groups and abilities are met in all lessons.

## **Achievement and standards**

### **Grade: 2**

Standards are significantly above the national average and have risen faster than the national trend since 2002. By the end of Year 2 standards are above average and by the end of Year 6 standards in English and mathematics are significantly above the national average and in science they are high. The achievement of boys and girls of all abilities, including those with learning difficulties, is good. Children make satisfactory progress in the Foundation Stage overall, but good progress in personal, social and emotional development and in their understanding of numbers. However, relatively few of them fully meet or exceed national expectations in other areas including literacy skills and understanding of the world. Higher teacher expectations helped lead to further improvements in achievement by the end of Year 6 in 2006. Pupils attained similar standards as the previous year group although they had started from a lower base at the beginning of Year 3. Despite good progress in almost all lessons, progress by some pupils is slower on occasions in Cedar base when setting arrangements, particularly in mathematics, place pupils from three year groups into one lesson including higher achieving Year 4 and lower achieving Year 6 pupils. The school sets pupils challenging targets at the end of each key stage and most achieve them.

## **Personal development and well-being**

### **Grade: 1**

The excellent aspects within personal development and well-being are the result of a whole-school commitment. They impact on all aspects of school life. Pupils are particularly thoughtful and sensitive. For example, when reflecting on the inequalities in the world one said that he felt 'guilty to receive 20 Christmas presents' knowing that 'in Uganda children are lucky to receive one'. The atmosphere of reverence and peace generated by pupils in a whole-school assembly during the inspection was exceptional. Pupils have a good understanding of healthy lifestyles, including diet and exercise, and how to keep safe and take care of themselves. Almost all of them enjoy school and their attendance is good. Pupils are proud of the way they contribute to charities, for example collecting food for the homeless, and older pupils talk

thoughtfully about their roles supporting younger ones. School councillors take their responsibilities seriously although they are not as involved in the management and organisation of the council meetings as found in most schools. Pupils are gaining a good range of skills needed for their next stage of education and eventual economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and lessons are sometimes excellent. Pupils have positive attitudes, are attentive and cooperate extremely well together because activities are challenging and stimulating and taught at a good pace. Examples of all these features were observed in a Years 2/3 science lesson on the human skeleton in which pupils of all abilities made very good progress: pupils were stimulated by a range of artefacts, explored each other's hands in pairs, then worked independently in threes within a competitive investigation before going on to look at a short video clip and finally being asked to draw round their feet for homework. Teachers make good use of assessments and performance data to plan work which is often carefully graded to meet the needs of different groups. Improved ways of observing and recording assessments of children in the Foundation Stage are underway to help provide a clearer record of children's progress in order to help extend them and raise previously cautious expectations by the end of the year. Pupils' learning in all classes benefits from the careful match of work following accurate and ongoing assessments. However this is not the case in all of the lessons where pupils of very different abilities are set across three year groups. Some of these lessons are taught without the benefit of additional adult support and, in a small minority of these lessons, there is inadequate variation in the way work is presented.

### **Curriculum and other activities**

#### **Grade: 2**

In the Foundation Stage good use is made of re-modelled outdoor areas, and a thematic approach across Ash Base helps ensure close curricular links between Reception and Year 1. The personal, social and emotional curriculum is very effective and is reflected in the perceptive comments by pupils towards one another, for example when using the 'friendship bench'. Pupils have good access to computers and the new information and communication technology suite. Thematic work and a focus on helping pupils become aware of how they learn are being introduced to move beyond a fairly conventional curricular approach, aspects of which some pupils had suggested could be made more exciting in their responses to a school survey. A good range of after-school club activities, visits in the local area and special events such as the Multicultural Arts Week provide good enrichment.

## **Care, guidance and support**

### **Grade: 2**

The school effectively implements statutory procedures designed to safeguard and protect pupils, including regular training programmes for all staff. Pupils report feeling safe and the school responds well to support the most vulnerable. An example of this is the recent creation of the Pyramid Club to help the very small minority who need moral support from time to time. The induction programmes for the youngest children are good and parents appreciate the 'Eaglets' scheme. Pupils' academic guidance is helped by having a range of clear learning targets to work towards, based on careful analysis of school performance data, but the data used are not always directly related to the specific year group and therefore not totally based on what pupils in that particular year group already know.

## **Leadership and management**

### **Grade: 2**

The headteacher has involved all groups in raising expectations. She is well supported by the deputy headteacher and others. The leadership team uses the findings from a range of checking procedures, for example the very effective monitoring of lessons and detailed analysis of performance data, to address any weaknesses in a constructive style enabling colleagues to take a lead in suggesting and implementing improved practices. However, the action plans for implementing some new developments, such as the changed approaches to the curriculum, lack detail and this leads to some uncertainty in their application. Whilst the school provides good value for money the deployment of staff is not always used to best effect to support the large teaching groups in some Years 4, 5 and 6 lessons. Governors are fully involved in major developments. One is currently seconded to the leadership team and is playing a key role in developing the provision to promote healthy lifestyles.

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## Inspection judgements

|   |                       |
|---|-----------------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | <b>School Overall</b> |
|---|-----------------------|

### Overall effectiveness

|  |     |
|--|-----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 2   |
| How well does the school work in partnership with others to promote learners' well-being?  | 2   |
| The quality and standards in the Foundation Stage  | 3   |
| The effectiveness of the school's self-evaluation  | 2   |
| The capacity to make any necessary improvements  | 2   |
| Effective steps have been taken to promote improvement since the last inspection   | Yes |

### Achievement and standards

|  |   |
|--|---|
| <b>How well do learners achieve?</b>   | 2 |
| The standards <sup>1</sup> reached by learners   | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress                              | 2 |

### Personal development and well-being

|   |   |
|---|---|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 1 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 |
| The behaviour of learners   | 2 |
| The attendance of learners  | 2 |
| How well learners enjoy their education   | 2 |
| The extent to which learners adopt safe practices   | 2 |
| The extent to which learners adopt healthy lifestyles   | 2 |
| The extent to which learners make a positive contribution to the community                                    | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

### The quality of provision

|   |   |
|---|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 2 |
| <b>How well are learners cared for, guided and supported?</b>   | 2 |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   |
| How effectively performance is monitored, evaluated and improved to meet challenging targets   | 2   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 2   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 3   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |

## **Text from letter to pupils explaining the findings of the inspection**

A team of inspectors visited your school recently to find out how well the school is doing. We thoroughly enjoyed talking to a number of you in lessons and around the school, and meeting members of your school council. Thank you for making us so welcome.

I am pleased to say that for lots of reasons we found that St John the Evangelist Primary School is a good school. Here are some of the most important things we found to be good:

- you work well in lessons and make good progress
- your behaviour is excellent and you are extremely thoughtful about things happening around you and to others
- teachers make sure lessons are interesting, and work in most lessons is neither too hard or too easy
- everyone involved in the school works well to take good care of you
- your headteacher and others are making sure the school is getting even better.

To improve the school still further we have asked the headteacher, staff and governors to work together on three things:

- help children in Reception to learn even more during their first year in school
- improve the way pupils are grouped and adults are used in some lessons in Cedar
- make sure more detailed action plans are written to show exactly how improvements across the school are to be introduced.

Good luck in your new classes this year.



The Pupils  
St John the Evangelist CE VA Primary School  
Fosseway  
Clevedon  
North Somerset  
BS21 5EL

22 September 2006

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Yours faithfully

Mr M Kerly  
Lead Inspector