

St Johns Church of England Primary School, Clifton

Inspection report

Unique Reference Number	109146
Local Authority	Bristol, City of
Inspection number	324911
Inspection date	26 June 2009
Reporting inspector	Stephen Lake

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	295
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Martin Robinson
Headteacher	Justin Hoye
Date of previous school inspection	6 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Worrall Road Clifton Bristol BS8 2UH
Telephone number	01179 030251

Age group	5–11
Inspection date	26 June 2009
Inspection number	324911

Fax number

01179 030251

Age group	5-11
Inspection date	26 June 2009
Inspection number	324911

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

- The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues.
- Standards and achievement, especially in mathematics and in the Early Years Foundation Stage.
- Pupils' understanding of the wide ranges of cultures found in Britain and how this is evaluated.
- How effectively information and communication technology is used to support teaching and learning, especially in mathematics.

Evidence was gathered from: discussions with the headteacher, chair of governors, pupils and staff; observation of the school at work including lessons and break-time; a scrutiny of pupils' work; and an analysis of responses to the parents' questionnaire, school documentation, including data on pupils' progress, records of visits by other external assessors and minutes of meetings. Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

St John's Church of England Primary School is a larger than average school set in a pleasant suburb of Bristol. Children in the Early Years Foundation Stage of education are taught in two Reception classes. The proportion of children entitled to free school meals is well below average. The proportion of pupils from minority ethnic groups and other European countries is well above average but very few have English as an additional language. The percentage of pupils with learning difficulties and/or disabilities is well below average although an average proportion of pupils have statements of special educational needs. An after-school club run by an independent provider is situated on the school site.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

St John's Church of England Primary School is outstandingly effective. Children make an excellent start to school because of the exceptional provision in the Early Years Foundation Stage. Pupils achieve very well in the rest of the school because of outstanding teaching. Pupils' excellent personal development and well-being are a direct result of the outstanding care, guidance and support coupled with the rich and stimulating curriculum. Parents hold very positive views of the school. Many wrote in support of it. The general view is best summed up by one who wrote, 'This school provides a fun, nurturing environment where my children feel happy and safe. It's a place they want to go each day to learn.'

The overall achievement of pupils, including those with learning difficulties and/or disabilities, is outstanding. Children start school with skills in line with those expected for their age and make excellent progress in Reception. As a result, they start Year 1 with well-above average skills. This rapid progress continues throughout the school. By the end of Year 6, standards are well above average in mathematics and extremely high in English and science. Standards in mathematics have risen throughout the school this year due to a greater focus upon this subject. Even so, achievement in mathematics, although good by Year 6, is a comparative weakness. Through the high-quality procedures for checking on pupils' progress, the school has identified that the more-able pupils in particular need greater challenge in mathematics. The more-challenging targets set for mathematics this year have already enabled an improvement in achievement in mathematics. Nevertheless progress is inconsistent, with pupils in Years 5 and 6 moving on better than those in Years 3 and 4. Fewer pupils achieve the higher Level 5 in mathematics than in English and science. Standards in information and communication technology (ICT) are also above average and high-quality work was observed in art, geography and history.

Pupils say that they enjoy school immensely because teachers make learning fun and interesting. All staff work well together to ensure a high-quality learning environment and rich learning experience for all pupils. The wide range of activities provided in the excellent curriculum motivates pupils very well. The outcomes can be seen in the high-quality work in many subjects, especially history and geography in which pupils' literacy skills are developed and extended very well. ICT is used well by teachers to support learning in English, history and geography but less use is made of ICT to support learning in mathematics.

Pupils' outstanding personal development and well-being is due to the very strong provision for this in the curriculum and the high-quality care and guidance. They demonstrate their excellent understanding of how to stay healthy, for example, when talking about the food grown in the school garden. The large proportion of pupils attending the wide range of sporting activities and after-school clubs shows their desire to keep fit. Behaviour is excellent. A small minority of the parents expressed some concern about behaviour. Inspectors found that the behaviour of the overwhelming majority of pupils is exemplary. Despite pupils' evident immense enjoyment of school, attendance is only satisfactory. The school has identified that this is due to many parents taking pupils on holiday in term-time and has recently introduced more robust procedures for handling this.

Pupils' spiritual, moral and social development is outstanding. They have an excellent understanding of cultures in other parts of the world, for example through their links with a school in Uganda. Nevertheless the school's evaluation of its contribution to community cohesion

has correctly identified that pupils' understanding of the rich diversity of cultures in Britain, although good, is a comparative weakness. To help improve this, links are being developed with schools in more culturally diverse areas of Bristol. Pupils' contribution to the community is outstanding. As part of an eco-project, for example, pupils have worked with a local church to build an eco-Noah's Ark from recycled materials. They are taking this to No 10 Downing Street to show the Prime Minister. Pupils take on many responsibilities, such as those of school councillors, making an excellent contribution to the running of the school. An exemplary model in this school is the way that 'jobs' for pupils in Years 5 and 6 are advertised and interviewed for with a salary paid in their own school currency, 'John pounds'. Rewards in class and tasks fulfilled can earn extra 'John pounds' which can then be spent on areas that pupils select in their classes. The skills that pupils develop through these activities, together with their high standards in so many subjects, prepare pupils extremely well for the next stage in their education.

The school not only ensures that pupils are safeguarded but also gives them an excellent understanding of how to keep themselves safe. For example, pupils have a clear understanding of internet safety. Academic support and guidance are excellent overall. Nevertheless, the school recently identified some inconsistencies in marking in mathematics. The marking policy is currently being revised to pick up on the excellent practice in English and ensure that in mathematics pupils receive the same very clear guidance on how to improve their work. This has already started in some classes and the impact can be seen in the improved achievement in mathematics when pupils know precisely what they need to do. However, some inconsistencies remain and the school has identified dealing with these as a key priority. Pupils with learning difficulties and/or disabilities make excellent progress towards their targets due to the extremely good support given by teaching assistants and the strong links with outside agencies. High-quality additional support for gifted and talented pupils is provided through the very strong partnership with other schools in the area and with Birmingham and Bristol Universities.

The excellent leadership of the headteacher and the commitment to teamwork ensure that responsibility is shared and all are involved in making the school even better. Self-evaluation is incisive and accurate and this can be seen in the significant improvement in mathematics taking place. Governors make a strong contribution to this process and ensure that action is taken to bring about improvement. The clear and continual improvement taking place demonstrates that this school has an outstanding capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Very effective induction arrangements, including highly effective links with the many pre-school settings and parents, ensure that children's transition into school is smooth. An extremely warm and caring learning environment has been created where children feel safe and happy. Achievement is excellent because of the outstanding teaching. Children's learning is assessed in great detail and their very good progress is tracked in ways that make sure that the next steps are planned effectively. Challenging activities are matched well to the needs of all children, including the most able. Those with learning difficulties are identified at an early stage and high-quality support is provided. All children reach the nationally agreed goals, and many exceed expectations, especially in personal and social development.

Children love the activities adults plan to make learning exciting and effective. Teachers are skilled at ensuring a good balance between direct teaching and opportunities for children to learn through purposeful play. Children are encouraged and helped to work well with their classmates and on their own and make choices by themselves. Children clearly enjoy learning

because of the well-paced lessons and are eager to talk about what they are doing. Great care is taken to ensure children are safe. Their welfare is very well provided for through rigorous systems, general vigilance and monitoring. The outdoor area is used imaginatively to further develop children's skills across the areas of learning. As part of the continuous drive for improvement the use of classrooms is being reorganised for September to enable easier free-flow movement between indoor and outdoor activities.

What the school should do to improve further

- Ensure that all pupils, particularly the more-able, are consistently challenged in mathematics.
- Ensure that marking in mathematics always makes it clear to pupils what they need to do next to improve their work.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
--	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

29 June 2009

Dear Pupils

Inspection of St John's C of E Primary School, Bristol, BS8 2UH

Thank you for making us so welcome when we visited your school. We really enjoyed talking with you as you had so much to tell us about why you enjoy school.

Yours is an outstanding school. We were very impressed by the way that it keeps improving and trying to help you learn even better. Here are some of the things that are particularly good about your school.

- Your achievement is outstanding and you attain standards that are very high, particularly in English and science.
- Your school makes learning interesting and fun because of the wonderful range of activities provided for you. No wonder you enjoy school so much.
- The school looks after you very well which is why you know how to stay safe and keep healthy.
- The teaching is excellent. The school has very talented teachers and teaching assistants who know how to make learning enjoyable.
- You make a big contribution to the running of the school through the school council and other jobs that you do. Your contribution to the local community is exceptional. We were particularly impressed by the eco-Noah's Ark that you have built with a local minister to show how we can all recycle.
- The school is led and managed extremely well.

We have asked the school to do just a few minor things to make it even better.

- Make sure that all of you are challenged all of the time in mathematics, especially those of you who learn quickly.
- Make sure the marking in mathematics always tells you clearly what you need to do to improve your work. You can help by making sure you talk to your teachers about your work when you need help.

Thank you again for your help and congratulations on a wonderful school.

Yours faithfully

Stephen Lake

Lead inspector