

# St John Evangelist RC Primary School

## Inspection report

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<b>Unique Reference Number</b>	100438
<b>Local Authority</b>	Islington
<b>Inspection number</b>	335539
<b>Inspection dates</b>	25–26 February 2010
<b>Reporting inspector</b>	Marion Wallace

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 category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	289
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patricia Meerstadt
<b>Headteacher</b>	Tina Oliva
<b>Date of previous school inspection</b>	27 April 2007
<b>School address</b>	Duncan Street Islington High Street London N1 8BL
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## Introduction

This inspection was carried out by three additional inspectors. The vast majority of time was spent looking at learning: 14 teachers were seen, 23 lessons were observed, and meetings were held with parents, groups of pupils, governors and staff. Inspectors observed the school's work, and looked at its improvement plan and those of subject departments, minutes of governors' meetings, assessment information and curriculum planning. In addition, a scrutiny of pupils' work and 171 parental questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of strategies to maintain high quality provision and outcomes despite significant changes in staff and increased numbers of pupils with special educational needs and/or disabilities
- the quality of provision and learning in science
- the progress made by different groups of pupils, such as those with special educational needs and/or disabilities.

## Information about the school

St John Evangelist is a large school. Most pupils come from Islington and the local area. The majority of pupils speak English as an additional language, but very few are at the early stages of learning English. There are 25 different languages spoken. A minority of pupils are White British. The percentage of pupils with special educational needs and/or disabilities is above average, and is now particularly high in some classes. There have been a number of staff changes since the last inspection, including to the senior management team. The proportion of pupils eligible for free school meals is well above average. There is Early Years Foundation Stage provision in the Nursery and two Reception classes.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

St John Evangelist is an outstanding school. A shared vision results in a vibrant ethos and strong commitment from everyone to provide each pupil with the best possible education. Parents and pupils appreciate the high quality care and exciting learning opportunities. One parent summed up the views of the vast majority when saying: 'This is a fantastic school, children are very happy, teachers make learning fun, children love going to school, they regard it as their second home. They make an amazing start in the Nursery. The teachers and headteacher are inspirational.' Pupils confirmed an equally positive view: 'This is the best place ever, I learn such a lot in lessons I would not want to be anywhere else. I love this school.' The success of the school is due to the headteacher, governors and senior management team providing extremely clear educational direction that is ensuring excellent outcomes, despite the recent loss of experienced and senior staff and the increasing numbers of pupils with special educational needs in some classes.

These are the key strengths of the school:

- Pupils make excellent gains in their personal development because relationships are extremely strong and the school ethos is very warm and welcoming.
- Progress is good because the quality of teaching and learning is consistently good or better, and improving. This is especially the case in English, where pupils do particularly well to reach above average standards.
- The quality of learning for the many pupils with special educational needs and/or disabilities is outstanding and consequently these pupils make excellent progress.
- The provision in the Early Years Foundation Stage is excellent.
- Care, guidance and support are extremely strong, so pupils behave superbly well and are sensible and enthusiastic learners. Parents commented that 'staff genuinely care about the children'.
- Pupils develop an extremely positive attitude to their learning because the curriculum meets the needs of all of them very well and they really enjoy their lessons.
- The headteacher and senior management team lead the school very effectively.
- Excellent links with the local community and external agencies contribute very effectively to the provision.
- Links with parents and carers have improved significantly since the last inspection and are now outstanding.

Equality of opportunity and the elimination of discrimination are pursued determinedly. There is also a continual drive for improvement. The very effective systems for evaluating the strengths and weaknesses of the school are playing their part in

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sustaining standards over time. The school's excellent organisation, strong, shared vision and superb way issues in the last report were tackled underpin its outstanding capacity to continue moving forward. Child protection, risk assessment and safeguarding procedures fully meet current statutory requirements.

These are the key weaknesses which remain:

- Evaluation of the impact of community cohesion initiatives for national and global aspects is less well developed than for within the locality and the school.
- Attendance has improved significantly since the last inspection but a very few pupils do not attend regularly enough to ensure they make the same good or better progress as their peers. This is partly because some parents still take extended holidays during term time.

**What does the school need to do to improve further?**

- Raise levels of attendance by working closely with parents and support agencies to focus on the small number of pupils who do not attend regularly.
- Monitor more rigorously the impact of the school's contribution to community cohesion by:
  - better evaluation of its work to promote understanding of national and global issues
  - using the information gained to enhance current provision.

**Outcomes for individuals and groups of pupils****1**

Pupils really enjoy learning because lessons are very well planned and excellent relationships contribute to an exciting climate for learning. Year 4 pupils enthusiastically helped classmates to consolidate their learning in science by presenting their research information about sound in a PowerPoint presentation. Year 2 pupils with special educational needs learnt to multiply numbers independently because the teacher encouraged them to use initially simple but effective progressive steps to gain confidence and competence.

Achievement is at least good for most groups of pupils. Pupils with special educational needs and/or disabilities do exceptionally well because of extremely effective support. A very few pupils whose attendance is poor do not make the same good progress as their peers. Pupils who speak English as an additional language make good progress throughout the school. The school's tracking data and the inspection evidence indicate that all pupils are on course to reach or exceed their challenging targets.

Work seen in lessons and some pupils' books was above average in mathematics, English and science, reflecting a recently improving trend. Throughout the school, attainment in reading is strong and scientific skills and knowledge have improved significantly in the last year. The lower attainment in mathematics reflects children's particularly limited mathematical skills on entry. Just under half of the current Year 6 have special educational needs and/or disabilities and this is a key reason why

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attainment is not higher for the current year group. Use of information and communication technology is a particular strength. Consistently high standards were seen in religious education and art during the inspection. Challenge for all groups of pupils has been consistent over time and is reflected in their total enthusiasm for learning. Good progress in the development of basic skills is contributing well to pupils' economic well-being.

These are some other key features of pupils' outcomes:

Pupils have an excellent awareness of other cultures, ethnicities and religions. They learn to make a very positive contribution to their school, local, national and global communities, raising money for charities such as Cafod. In a Year 1 class, children were clearly excited when their four Japanese visitors helped them learn all about life in Japan. They learnt to write and say 'Thank you' in Japanese and they listened to a Japanese folk story with rapt concentration and appreciation.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Extremely strong relationships and excellent attitudes and behaviour contribute to a

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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positive climate for learning. Pupils say lessons are fun. The large majority of lessons observed during the inspection were good and some were outstanding. Teachers use assessment information well to plan work that matches the needs of all groups effectively within the class. More able pupils and different groups of pupils are challenged well in the vast majority of lessons. In the very few lessons where assessment information was not used as effectively, tasks were not always matched closely enough to ensure good learning. Teachers use questions effectively to check pupils' knowledge and understanding, and pupils enjoy well-planned opportunities to discuss their ideas with others during 'talking to learn' sessions. Teachers give good oral feedback to pupils on how to improve their work and marking is good. Pupils with additional needs are supported extremely well by learning support staff and teaching assistants.

The curriculum is extremely well planned and matched to the needs of all groups of pupils. The very strong personal and social education programme assists pupils' outstanding personal development. Specialist teaching in art and music enhances the provision. Pupils enjoy the curriculum immensely and this contributes to their growing enthusiasm for learning. Curriculum enrichment is extremely good and there are a wide range of visits, clubs and activities, which are popular and well attended.

The extremely caring ethos results in very happy pupils who thoroughly enjoy school life. Pupils' needs are central to the work of the school and all adults effectively help children and parents to get the best from learning. Support for pupils who need additional help is extremely well planned. The school works very well with external agencies to support all pupils. Excellent support is given to those with special educational needs and/or disabilities. Superb support from learning mentors ensures pupils develop confidence and make significant steps in their learning. Extremely good relationships with vulnerable pupils and their families ensure these pupils make good progress. Pupils are taught in ability groups and more able pupils receive targeted support, enabling more pupils to reach higher levels in English and mathematics.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher's skilful management and superb leadership have permeated the school. Leaders communicate ambition extremely effectively and they have a very thorough understanding of the strengths and weaknesses of the school. The leadership

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and management of teaching are excellent and this has ensured that all teaching has remained consistently at least good despite recent changes of staff. The headteacher is dedicated to making sure pupils achieve well and that staff bring high quality to their work. The monitoring of pupils' progress throughout the school is excellent and highlights any areas of weakness, leading to improvement such as that seen recently in science. The headteacher and the senior management team lead the school with competence and compassion, valuing the work of others and encouraging them to take responsibility.

The governing body supports staff extremely well in work to improve the school and effectively challenges the school to ensure school improvement initiatives are successful. Governors monitor and evaluate the work of the school very efficiently. Appropriate developmental areas to further improve the effectiveness of the school are clearly identified in the school improvement plan.

The cultural diversity of the school is valued and celebrated and, consequently, the pupils develop an excellent understanding of the school and local community. Monitoring of learning about national and global issues is less well developed. The school promotes equalities expertly, as reflected in the profile of high achievement across different groups. All safeguarding procedures and checks on adults are robust. Excellent partnership links with the local church, schools, local community and various support agencies contribute to the school's excellent provision. The school deploys its resources extremely well, particularly to improve provision for pupils who need extra support and intervention. The school is extending links with parents and carers by introducing Family Learning sessions to help them support their children with the curriculum.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>



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## Early Years Foundation Stage

Children enter the Nursery with skills and knowledge below those expected for their age, and particularly low in communication, mathematical development and knowledge and understanding of the world. Children make excellent progress in the Nursery and Reception classes, particularly in personal development. Staff are skilled in providing a wide range of enjoyable and challenging activities both indoors and outdoors. They challenge children to learn to share, consider others and develop their communication skills. Induction arrangements are extremely well considered. Phonics is very well taught and this challenges children rigorously to sound words clearly. Parents appreciate the excellent links with the school. Teaching is excellent in both the Nursery and Reception classes. Children in the Nursery gained excellent knowledge and confidence when they were encouraged to use puppets and role play to communicate the story of the Three Billy Goats Gruff to others. Children do so well in their personal development because relationships are extremely strong. Care and welfare are exemplary. The outdoor learning environment is used well to stimulate learning. All activities are carefully planned, with a good balance between opportunities to learn through activities led by adults and those children choose for themselves. Tracking in the Early Years Foundation Stage is used well to plan challenges for all children. The provision is extremely well led and managed.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The overwhelming majority of parents and carers are very happy with the school, and feel it is welcoming and friendly. Almost all parents and carers say that their children enjoy attending and that they make good progress. Parents and carers regard the school as extremely caring and supportive and say the staff are approachable. They identify a number of strengths in the school including the activities, the relationships with staff, the good start children receive in Nursery and Reception, the school ethos and the pupils' enjoyment. The majority of the very few parental criticisms were offered constructively, and these were discussed with the headteacher. Inspectors agree with the overwhelmingly positive views of parents.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St John Evangelist RC Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 171 completed questionnaires by the end of the on-site inspection. In total, there are 289 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	117	68	52	30	1	1	1	1
The school keeps my child safe	129	76	40	23	0	0	1	1
The school informs me about my child's progress	98	58	60	36	8	5	1	1
My child is making enough progress at this school	96	57	67	39	5	3	1	1
The teaching is good at this school	110	65	56	33	1	1	2	1
The school helps me to support my child's learning	97	58	66	39	3	2	1	1
The school helps my child to have a healthy lifestyle	86	51	78	46	3	2	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	72	46	73	47	9	6	1	1
The school meets my child's particular needs	84	51	71	43	7	4	2	2
The school deals effectively with unacceptable behaviour	82	50	72	44	6	4	4	2
The school takes account of my suggestions and concerns	72	45	76	47	11	7	2	1
The school is led and managed effectively	95	57	68	40	2	1	3	2
Overall, I am happy with my child's experience at this school	112	65	56	33	2	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 February 2010

Dear Pupils

Inspection of St John Evangelist RC Primary School, London N1 8BL

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers. We will remember how extremely polite and considerate you all were and how beautifully you all behaved. We enjoyed the Year 2/3 class assembly on India. You and your parents told us that St John Evangelist is an excellent school, and we agree. These are the things we found that your school does well.

- You get off to an excellent start in the Nursery and Reception and make good progress through the rest of the school. You reach above average standards in English by the end of Year 6 because teaching is consistently good.
- Your teachers work hard and this helps you do well in your learning.
- You all enjoy learning immensely and your attendance continues to improve.
- Your behaviour is excellent and you are extremely sensible and know how to keep safe.
- You benefit from many fun activities, clubs, visits and visitors.
- Your school cares for you extremely well and teaches you a lot about how to be healthy and to care for others.
- Your school council is well organised and is working very well with your teachers to make sure that your school continues to improve.
- Your headteacher, senior teachers and governors lead the school extremely well and all the staff work effectively together as a team to make sure that St John Evangelist is a safe and secure, fun place to learn.

There are two things we have identified for staff and governors to improve.

- The very few children who do not attend as regularly as they should need to improve their levels of attendance.
- Your teachers need to track and record more rigorously how well you learn about different people in the world, in this country and abroad.

Thank you for a very enjoyable and memorable visit to your school and best wishes for your future. You can all help by continuing to work really hard.

Yours sincerely

Marion Wallace

Lead inspector

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