

# St John the Evangelist Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	109274
<b>Local Authority</b>	North Somerset
<b>Inspection number</b>	337258
<b>Inspection dates</b>	10–11 December 2009
<b>Reporting inspector</b>	David Carrington

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	280
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kim Reeve
<b>Headteacher</b>	Ruth Newton
<b>Date of previous school inspection</b>	9 September 2006
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, and held meetings with governors, members of staff and groups of pupils. They observed the school's work, and looked at curriculum planning, information from the monitoring of pupils' progress and the quality of provision, samples of pupils' work, assessment and attendance data and school improvement planning. Questionnaires were evaluated from 136 parents and carers as well as those from staff and a sample of pupils.

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

- the effectiveness of work to remove inconsistencies in pupils' attainment and progress
- the improvements being made in the use of assessment to support learning
- the improvements to the promotion of community cohesion.

## Information about the school

St John the Evangelist Church of England Primary School is a little larger than most primary schools. Nearly all of the pupils are from White British backgrounds. Virtually every pupil speaks English as their main language. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these pupils have some form of learning difficulty.

All the children from the Early Years Foundation Stage are taught together in the Reception classroom and are also included in the breakfast club managed by the governors. The inspection team evaluated the work and outcomes of the breakfast club. There is also a privately run after-school club that is based on the site. This provision, which includes children from the Early Years Foundation Stage, was not inspected by the team. The school has been awarded Healthy Schools and Investor in People status.

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

## Inspection judgements

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

**2**

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

**1**

## Main findings

St John the Evangelist Church of England Primary is a good school. Because all of the leaders, staff and governors are firm believers that improvement can always be made to the school's work, the school has moved forward rapidly in recent years. Leaders and governors have a very carefully thought out improvement strategy that is based on highly accurate self-evaluation, comprehensive improvement plans and a robust monitoring and evaluation cycle. This is rooted in checks to ensure there is measurable impact on pupils' progress and attainment. The school has outstanding capacity to improve.

No area of the school's work has been judged less than good by inspectors. Under the headteacher's sterling guidance, the school already has a lengthy list of good and outstanding features.

- Attainment has risen and the rate of pupils' progress has gathered speed. Pupils reach above-average standards and make good progress through the school.
- Attainment in writing has increased well and it is now not very different from that in other subjects.
- The good profile of achievement includes pupils with special educational needs and/or disabilities, boys and girls, and pupils from different ethnic groups.
- The school's Church of England heritage is strongly reflected in its ethos. This is valued by parents and carers and contributes significantly to pupils' excellent personal development.
- Behaviour, pupils' feeling of safety and their view of healthy living are all outstanding.
- The school is a harmonious community where discrimination is not tolerated and hardly ever shows its presence.
- All pupils are afforded outstanding care, guidance and support and they are safeguarded expertly.
- Equal opportunities exist for every pupil because the staff, governors, and parents and carers are united in their efforts to help pupils do well in school.
- The curriculum is rich and relevant. It provides good opportunities for pupils to build the necessary basic skills and enjoy learning in a systematic way.
- School leaders are working profitably to increase cross-curricular links in order to enhance pupils' basic skills and help them improve their creativity, independence and self-reliance in learning.
- Out-of-school activities are diverse and beneficial. The breakfast club is a highly popular event that helps everyone prepare for a good day of learning.
- Leadership of the Early Years Foundation Stage is good and has ensured that great

strides have been made in the strengthening of provision.

- Early Years Foundation Stage provision is outstanding for children's academic and welfare needs. This shows through in rising attainment and good progress from children's expected level of skills and knowledge when they start school.

There are two areas for further development, which figure prominently in the school improvement plan.

- While teaching and learning are good, opportunities for pupils to take charge of their own learning are not yet consistent in all lessons. In some lessons, there is insufficient time for independent learning and, in a few, teachers tell pupils what to do and how to do it. Occasionally, there are not enough opportunities for pupils to think about and explain to others how they will complete the work, how they will judge whether they are learning successfully and, subsequently, how they will evaluate their degree of success.
- The promotion of community cohesion is good. It has improved significantly with the rigorous checks that are made to evaluate the outcomes and to review and update policy and practice. Pupils have an excellent awareness of their own culture and that of others around the world. The school's outstanding links with schools in Uganda, Gaza, New Zealand, France and other overseas countries are not yet mirrored in such strong partnerships with schools in different communities in Britain.

There is full resolve to work successfully to strengthen these things.

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

- In order to eliminate the remaining, few inconsistencies in pupils' progress, ensure they have ample opportunities to take charge of their own learning by:
  - providing more time for pupils to talk together about what they are going to learn, how they will do this and, later, to evaluate their own success
  - making sure that the balance of adult-supervised and independent work is sufficient to allow pupils to hone their initiative and self-reliance in learning.
- Strengthen links with schools and groups in other parts of Britain to foster pupils' even greater awareness of the richness and diversity of different cultures and societies.

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

**2**

Lessons are usually productive and purposeful sessions where the pupils work well and achieve their personal targets. The pupils say learning is fun and interesting and that they learn lots of new things. They have a firm understanding of their targets and can explain, if asked, how well they think they are doing. Pupils' books show good attention to presentation, handwriting and spelling. In mathematics, books illustrate the pupils' good basic skills of numeracy. Pupils' achievements in reading are a high point. Results in Year 6 national tests dipped in 2008/09 but it is evident that, this year, attainment and progress have returned to the good levels seen in previous years.

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

The rate of attendance is well-above average and has been so for a number of years. There is hardly any persistent absence. These factors illustrate the pupils' outstanding enjoyment of school. All times of day are used beneficially to build pupils' self-esteem and confidence, excellent relationships and enjoyment of life. The Christmas lunch was a case in point, when pupils joined Slade singing 'Merry Christmas' with enthusiasm and great enjoyment. The sense of being part of a very supportive school community is shared by all pupils.

*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>	2
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	2
<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>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

There has been a steadfast and reliable improvement in the quality of teaching. Over 90% of the lessons observed during the inspection were of good or better quality. Such characteristics were also evident in pupils' books. The data for pupils' progress also demonstrates the good quality of teaching and learning. The staff are great self-improvers and are thirsty for support and advice about how to make things even better for the pupils. They are committed to improving the chances for pupils to contribute more to the approach and style of learning, which remain an area for

<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.

consolidation. Key strengths of teaching include brisk pace, secure subject knowledge, well-founded planning and effective contributions from teaching assistants.

The teaching of information and communication technology (ICT) has been improved as successfully as that for writing. Pupils' skills have risen in both subjects. ICT is used to broaden pupils' writing skills and to provide good opportunities for pupils to solve problems, carry out investigations and conduct research. The school has secure systems to ensure pupils' safety in using the internet. The curriculum for art, dance and drama has many strengths that contribute to pupils' performing skills. Artwork around school is of high quality.

Fully effective partnerships have been forged with outside agencies and parents and carers to ensure pupils settle well to good learning. Vulnerable pupils are given very effective guidance to help them maximise the benefits they gain from school.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The headteacher sets a matchless example in her high expectations, tireless work for improvement and leadership that fully encourages and steers the staff and pupils to better things. Senior leaders, including the highly capable deputy headteacher, follow this lead with great perseverance and humanity. Governors have made good strides in building their knowledge and understanding of school performance. They have come a long way in establishing rigorous monitoring and review procedures and are putting the final blocks in place to make this their key strength. This is apparent in their work to raise the quality of the school's promotion of community cohesion from good to outstanding. Their existing monitoring has indicated the need to broaden pupils' understanding of other communities in Britain.

Parents' and carers' views of the school are almost universally positive and, in particular, reflect on the very effective leadership in school, the excellent safeguarding procedures and the way the school helps every child to succeed. A few parents and carers would like to see more consideration given by school leaders to their views and ideas.

However, the vast majority see this as a strength of their relationships with the school, a view which inspectors uphold.

*These are the grades for leadership and management*

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

<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>2</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>2</b>

## Early Years Foundation Stage

The children are excited, enthused and encouraged greatly by their time in school. They move freely inside and out and are confident to seek help and advice from adults when playing or working. The staff ensure there are well-judged opportunities for independent learning activities and also adult-led sessions where skills and knowledge are built systematically. The children gain good insights into the world around them. Following their study of photographs of children in school in Northern Ireland, the children were able to say how their education differed and how it was alike. They also talked confidently about flying or sailing across the Irish Sea to get to Northern Ireland.

It is evident that good leadership of the Early Years Foundation Stage is contributing to the consolidation of excellent provision. Not all of the improvements to provision have led to increased achievement, although the trend in that direction is positive. The children leave the Reception year with nearly all of the skills and knowledge expected for their age. A few do particularly well and some do not quite reach their targets but all make good progress during their year in Reception.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2



## **Views of parents and carers**

Parents and carers have overwhelmingly positive views of the school. While one or two show reservations about each of the 13 items on the questionnaire, there is no distinct trend in these or in the comments added to the questionnaire. All but three parents or carers say their children enjoy school and one alone is concerned about safeguarding. Hardly any are unhappy with their children's education at the school. Inspectors agree with the positive views.

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

Ofsted invited all the registered parents and carers of pupils registered at St John the Evangelist Church of England 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 136 completed questionnaires by the end of the on-site inspection. In total, there are 280 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	58	52	38	2	1	1	1
The school keeps my child safe	99	73	35	26	1	1	0	0
The school informs me about my child's progress	55	40	77	57	4	3	0	0
My child is making enough progress at this school	58	43	75	55	2	1	1	1
The teaching is good at this school	80	59	55	40	1	1	0	0
The school helps me to support my child's learning	71	52	62	46	2	1	0	0
The school helps my child to have a healthy lifestyle	77	57	56	41	2	1	0	0
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)	65	48	55	40	4	3	1	1
The school meets my child's particular needs	58	43	69	51	3	2	1	1
The school deals effectively with unacceptable behaviour	64	47	61	45	3	2	1	1
The school takes account of my suggestions and concerns	58	38	70	51	4	3	3	2
The school is led and managed effectively	77	57	55	40	3	2	0	0
Overall, I am happy with my child's experience at this school	79	58	54	40	1	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.

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## 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.**



11 December 2009

Dear Pupils

Inspection of St John the Evangelist Church of England Primary School, Clevedon, BS21 5EL

Thank you for welcoming us so warmly when we visited your school recently. We thought you were extremely well behaved and polite. You helped us to find out a lot about your school. We think it gives you a good education and that it has many strengths.

- You reach above average standards and make good progress.
- Children in the Reception year thoroughly enjoy their learning and build new skills and knowledge quickly.
- Your behaviour is extremely good and you work and play together happily.
- You are taught well and the adults take particularly good care of you.
- Your headteacher expects everyone to do their best and makes sure your school is very well led and managed.
- Everyone, including you, wants to do their best and improve their work.

There are two things we think can be improved.

- Giving you more opportunities to work independently and judge for yourselves how well you are doing.
- Establishing good links with pupils and older people elsewhere in Britain so you learn even more about different societies and cultures.

To help your teachers make these improvements you could talk to them about the ways you learn best. We know you will want to do this and that you will do it enthusiastically. We will remember the way you all joined Slade in singing 'Merry Christmas' for a long time. We hope you do well in your education.

Yours sincerely

David Carrington

Lead inspector (on behalf of the inspection team)

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