

St John's Church of England Primary School, Clifton

Worrall Road, Clifton, Bristol, BS8 2UH

Inspection dates 19–20 March 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- Pupils' achievement is outstanding in reading, writing and mathematics in both Key Stage 1 and Key Stage 2.
- The quality of teaching is outstanding. Teachers understand precisely the needs of each pupil and plan activities that enable every child to achieve their best. Teaching assistants are highly trained and provide excellent additional support.
- Children make exceptionally swift progress in the outstanding early years provision. They are exceedingly well prepared for the next stage of their education when they move into Key Stage 1.
- Pupils' behaviour in and out of lessons is outstanding. Relationships are a particular strength. Tolerance and respect for others are fostered remarkably strongly.
- Pupils have an extremely good understanding of how to keep themselves safe from harm. The school makes very sure that it keeps all pupils safe and secure.
- Leaders and managers at all levels, including governors, constantly seek to improve the quality of teaching to ensure that pupils achieve extremely well.
- Pupils thoroughly enjoy the enrichment activities that the school organises, including many educational visits. Pupils' wide-ranging experiences at school ensure that they have a very strong understanding of British values.
- Strong links with a wide range of local schools provide many opportunities for pupils to take part in sporting and competitive events. These enhance pupils' personal development exceptionally well.
- The governing body is highly knowledgeable. Governors provide extremely strong challenge and support to the school.
- Parents are exceptionally positive about all the school's work.

Information about this inspection

- Inspectors observed lessons in all years and carried out joint observations with the headteacher and deputy headteacher.
- Inspectors spoke to parents informally at the start of the school day and took account of 87 responses to the Ofsted online survey, Parent View. The inspection considered 36 responses to the staff questionnaire.
- Inspectors talked to pupils about their learning and listened to their views about the school. They looked closely at a range of pupils' work, including in reading, writing and mathematics.
- Inspectors held meetings with the headteacher and other members of staff. They met with governors and spoke to a representative of the local authority.
- Inspectors considered a range of documentation. This included information about current pupils' progress, checks on the quality of teaching, minutes of governing body meetings and school improvement plans. They also looked closely at documents relating to attendance, behaviour and safeguarding.

Inspection team

Marion Hobbs, Lead inspector

Additional Inspector

Jennifer Cutler

Additional Inspector

Mo Galway

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils from minority ethnic groups is higher than the national average.
- The proportion of pupils with special educational needs is below the national average.
- The proportion of pupils supported through the pupil premium is below that found nationally. This is additional government funding to support those pupils known to be eligible for free school meals and those looked after by the local authority.

- The Reception Year has three classes. All children attend full time by the end of October each year. As a specialist leader in education, the early years leader provides support to other local schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Make sure all pupils understand how they can improve their work in mathematics.

Inspection judgements

The leadership and management are outstanding

- The headteacher, leadership team and governors are all highly effective in their roles. The impact of their joint working helps all pupils to achieve their very best. Leaders make sure that the whole school community shares the highest expectations of teaching quality and pupils' behaviour.
- Middle leaders encourage very strong team work. This helps to secure extremely high quality teaching in their areas of responsibility. Middle leaders support other local schools by sharing expertise, for example in early years.
- The local authority has not needed to provide support to this outstanding school. Leaders and governors have successfully maintained the exceptional quality of the school's work since the previous inspection. This demonstrates the school's capacity to continue to improve.
- A rigorous system for checking teachers' performance has been in place over several years and this is monitored closely by the headteacher, other school leaders and governors. Targets are aligned to pupil outcomes and the school improvement plan, as well as to the Teachers' Standards.
- Parents are all highly appreciative of all that the school provides for their children. The school seeks to work very actively with parents at all times through its 'open door' policy.
- The school uses its pupil premium funding extremely effectively to support eligible pupils who need extra help.
- Through the curriculum pupils enjoy a wide variety of interesting work and build up key skills. For example, following a visit to the local museum, pupils in the mixed Years 5 and 6 class designed their own Ancient Greek vases and wrote Greek myths. These tasks deepen pupils' knowledge of history while developing their literacy skills. Leaders make sure that pupils have an excellent grounding in British values and encourage exemplary relations through events such as Culture Week and European Day of Languages.
- Equality and respect are core values of the school and promoted at every opportunity. Whole-school assemblies, class circle time and participation in dance festivals and carnivals encourage pupils to reflect and share with each other.
- Equality of opportunity, tackling discrimination and the celebration of diversity are thoroughly embedded into all aspects of pupils' learning. This ensures that they are very well prepared for life in modern Britain.
- The primary sports funding has been used remarkably well to widen pupils' participation in sports activities and to enhance competitive sporting events. Specialist sports coaches have trained staff to improve the teaching of physical education skills. They also lead the teaching of team sports. Competitions and tournaments with other local primary and secondary schools are popular and help pupils feel very confident when they move to the next stage of their education.
- Statutory safeguarding requirements are met fully by the school. The school's child protection systems are robust. Staff are very well trained. The school's policies and procedures are very well known and implemented by all staff.
- **The governance of the school:**
 - The governing body has a wide range of expertise. Governors have a very strong understanding of the school's performance and its comparison with other schools. They systematically challenge the headteacher and senior leaders to maintain the highest standards and are very active in measuring the impact of the school's work.
 - Governors check the quality of teaching closely and regularly through their discussions with the headteacher and senior leaders. They examine very carefully information about pupils' attainment and progress. Governors take a sharply keen interest in the recruitment of high-calibre staff. They understand how teachers' performance is managed, including what is done to reward high quality teaching or tackle any underperformance. They make sure that the link between staff performance, pupils' progress and salary progression is robustly secure.
 - Governors are very active in the daily life of the school, attending events including parents' evenings and staff training days. They visit classes and talk to pupils about their learning.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils in all years are mature and sensible when working by themselves or with others.

- Pupils show highly positive attitudes to learning in all classes. Tolerance and respect are evident throughout the school. Incidents of any kind that could disrupt learning are exceptionally rare, as school records over time show.
- Older pupils greatly enjoy taking responsibility for the younger ones, for example as members of the school council and as house captains. Pupils develop very strong friendships and excellent social skills through working and playing together with pupils in the mixed-age classes. Parents, pupils and staff are all highly positive about both behaviour and safety.
- Pupils who attend the daily breakfast and after-school clubs enjoy making friends with pupils in other classes. They benefit from a very calm and happy start and end to the day.
- Attendance has improved over time and is above average.

Safety

- The school's work to keep pupils safe and secure is outstanding. All pupils, including the youngest in early years, have a very strong understanding of how to stay safe. This includes road safety and staying safe when using the internet.
- Through workshops and visitors to the school, leaders make sure that all pupils know how to stay safe and avoid risk. Specific activities as part of residential visits, team building for example, provide opportunities for pupils to explore risk in a safe environment and develop an excellent understanding.
- Pupils have a very clear understanding of what constitutes different forms of bullying. They are very confident that there is no bullying at the school. The school discusses potential risks of danger appropriately with pupils. As a result, all pupils are very well informed and confident to share any concern.

The quality of teaching

is outstanding

- Teaching is outstanding and supports pupils' extremely high achievement in reading, writing and mathematics.
- Teachers and teaching assistants are highly skilled in the work they do together. Working relationships are exceptionally strong. Each pupil's personal needs are very well understood and managed to support their very rapid progress.
- Pupils very much enjoy the interesting work teachers set them. Pupils in Years 3 and 4 wrote 'Green Poems' as part of their work on global conservation.
- The school has a consistent approach to marking and this is well understood by all pupils. Work across different subjects is marked carefully and regularly. Pupils value their teachers' comments and respond to these very regularly. Senior leaders and governors acknowledge that marking in mathematics can be improved so that pupils can understand more easily how to develop their work further.
- Parents appreciate the regular workshops that the school runs to help them understand how to support their child's learning. 'Maths Packs', extra resources for parents to use at home to support pupils' learning in mathematics, are successfully helping to raise standards further.
- Teachers set homework that is demanding and helps pupils to build up their skills. Pupils read very regularly at home as their reading records show.

The achievement of pupils

is outstanding

- All groups of pupils, including those from minority ethnic groups, make rapid progress in reading, writing and mathematics.
- Attainment at the end of Key Stage 1 is above national averages for reading, writing and mathematics. Attainment at the end of Year 6 is also above national averages.
- Slightly lower attainment in 2014 at the end of Year 6 in mathematics has been dealt with robustly by senior leaders and governors. The school's current information about pupils' progress and work in books show that in all year groups pupils make rapid gains in mathematics.
- Pupils with special educational needs make swift progress in line with other pupils at the school in reading, writing and mathematics. They benefit from support from highly skilled teaching assistants who understand their individual needs very well.
- The small numbers of disadvantaged pupils in each year group make progress that is at least in line with other pupils in the school and often even faster in reading, writing and mathematics. Assessments at the end of Year 6 in 2014 show that disadvantaged pupils made better progress from their starting points

than other pupils nationally. Compared with other pupils nationally, they were a term behind in mathematics and a term ahead in reading and writing. They were a term ahead of other pupils at the school in writing and mathematics, and two terms ahead in reading. Gaps have closed rapidly.

- Reading is a particular strength of the school. Pupils' reading skills develop very quickly from the early years onwards. More pupils than the national average reach the expected standard in the Year 1 phonics (letters and sounds) screening check. Pupils develop a keen love of books and reading is promoted at every opportunity, for example through events on World Book Day and Poetry Day.
- The most able pupils attain above their peers nationally in reading, writing and mathematics by the end of Year 6. They appreciate the demanding tasks that teachers set in reading, writing and mathematics that help them reach very high standards. The proportion of pupils reaching the highest standards at the end of Year 2 and Year 6 is above the national average.
- All pupils benefit from experiences at the school that are rich and varied, providing them with many opportunities to participate as athletes, performers and fund-raisers. Spiritual, moral, social and cultural development is promoted extremely strongly and ensures that pupils are very well prepared for the next stage in their education.

The early years provision

is outstanding

- Children join the Reception class with skills and understanding broadly typical for their age. The school has strong links with local early years providers, so that children's individual needs are very well understood by school staff when they join. Any additional support that individual children may need is put in place promptly.
- The school is proud of its recently opened infant annexe a five minute walk from the original site. Provision both inside and outdoors has been designed with the needs of the children in mind. This rich environment supports children's confidence as learners as well as stimulating their curiosity and excitement.
- Teaching in the early years is outstanding and is led by a specialist leader in education. Outstanding leadership ensures that teachers plan activities that build on what children know and can do already so that they learn exceptionally well. Teaching assistants are highly trained to deliver specific support programmes as well as to help in class. As a result, children's progress is rapid and sustained.
- By the end of the Reception Year, the proportion of children achieving a good level of development is well above the national average. Children's social confidence along with rich developmental experiences means that they are exceptionally well prepared to begin more formal learning in Year 1.
- Teachers and senior leaders check children's progress regularly. Parents value both the Learning Diaries and online information they receive about their children's activities. These help parents understand exactly how they can best support their child at home. Links between the school and home are a real strength and ensure that both celebrations and any concerns are shared openly for the benefit of all.
- Children are safe and secure at all times. The behaviour of children in the early years provision is outstanding. The 'Walking Bus' is a daily part of school life to move children from the infant annexe to the main school. Routines are very well understood and followed by all.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109146
Local authority	City of Bristol
Inspection number	453257

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	396
Appropriate authority	The governing body
Chair	Mike Ashworth
Headteacher	Justin Hoye
Date of previous school inspection	26 June 2009
Telephone number	0117 9030251
Fax number	0117 9030251
Email address	stjohnsp@bristol.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

