

St Clement's and St John's Church of England Infant School

St Clement's Road, Boscombe, Bournemouth, Dorset BH1 4DZ

Inspection dates

28–29 November 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The school is led well by an effective leadership team. Leaders and governors work together effectively to improve the school further.
- The governing body is knowledgeable and challenges school leaders effectively on the quality of the curriculum and teaching and how well pupils are progressing.
- Parents are very happy with the education that their children receive. Arrangements for children to start school are good and teachers and leaders are approachable and responsive to parental concerns or problems.
- The quality of teaching is good. Teachers plan interesting lessons closely matched to pupils' needs. As a result, pupils learn well, enjoy coming to school and speak enthusiastically about their education.
- Teachers monitor pupils' progress closely and give extra help to those who need to catch up.
- Pupils make good progress across the school in reading, writing and mathematics. The standards reached in writing are not as high as for the other subjects.
- Previous weaknesses in phonics teaching have been addressed and pupils now make good progress.
- Pupils who are at an early stage of learning the English language are given good support and make fast progress.
- Additional funding is used effectively to support disadvantaged pupils with their learning and social needs.
- Pupils who have special educational needs (SEN) and/or disabilities receive good support and make good progress. However, while teachers know how well individual pupils are progressing, the school does not have a clear overview of the progress of groups of pupils who have SEN and/or disabilities.
- Children in the early years get off to a good start. They quickly settle and benefit from well-planned activities to develop their social skills and academic learning.
- Pupils' behaviour is good. The school is a happy, orderly place and pupils generally settle quickly to work and have good attitudes to learning.
- Safeguarding is effective. Pupils say that they feel safe and parents are confident that their children are well looked after.

Full report

What does the school need to do to improve further?

- Improve standards in writing by:
 - teachers ensuring that the most able pupils are challenged to reach the highest levels
 - leaders closely monitoring the teaching of writing throughout the school, and quickly intervening if progress slows.
- Improve leadership and management by ensuring that:
 - leaders' monitoring puts an even sharper focus on the progress of all groups of pupils, especially those who have SEN and/or disabilities, in order to target resources effectively and hold teachers to account.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, who was appointed two years ago, together with the governors has developed a school culture where pupils can thrive and learn. The school is a happy, caring place where pupils, families and school staff are valued.
- Leaders and governors have an accurate understanding of the school's strengths and weaknesses. They use this information to make improvements. As a result, current pupils are making good progress, particularly in previously weak areas such as phonics.
- The leadership of teaching is strong. Well-trained middle leaders support their colleagues well. Senior and middle leaders regularly monitor the quality of teaching and they support and challenge teachers to improve further. Leaders provide teachers with well-targeted training.
- The curriculum is planned well. Leaders are keen that all pupils should be equally engaged in their learning. Therefore staff carefully choose topics to engage boys as well as girls. Pupils spoke enthusiastically to the inspectors about their learning.
- More than half of the pupils in school do not have English as their first language, and many of them are at an early stage of acquiring the language. Leaders ensure that strong systems are in place to ensure that pupils feel welcome in the school and get off to a good start. Parents and pupils told the inspector that the school has been supportive to pupils new to English, enabling them to learn English quickly.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Leaders ensure that spiritual development links closely to the school's identity as a church school. School leaders take every opportunity to teach about the wider world, about personal responsibility and to develop pupils' sense of self-worth. For example, all pupils in the school, regardless of age or stage of language development, take part in a theatrical performance to develop communication skills and confidence. Pupils spoke confidently about what they have learned of other countries and different faiths.
- The school teaches British values well. Older pupils know what democracy means, and have had the opportunity to vote for the school council. Pupils understand the importance of rules. They could explain to the inspector how actions have consequences. Pupils' books demonstrate that they receive sensitive teaching about ways in which faiths differ.
- Leaders use additional funding effectively to help disadvantaged pupils catch up. As a result, disadvantaged pupils make good progress.
- The school has a high rate of pupils joining and leaving at different times in the school year, many arriving and departing from overseas. The school's attendance rate reflects this, which remains slightly below the national figure because pupils leave the school to return to their home countries but remain on the school's roll. The school leaders take strong steps to ensure good attendance, working with parents and celebrating good attendance in school.
- Leaders receive good support from the multi-academy trust. The headteachers from the trust schools meet together regularly to share good practice.

- School leaders have the confidence of the parents, who told the inspectors that the school is approachable and takes seriously any concerns they may have. Leaders regularly invite parents to school for workshops to learn about the curriculum and how to help their child. Nearly all parents who responded to Parent View (the online survey) would recommend this school to other parents.
- Teachers assess pupils' attainment and progress regularly, but school leaders do not always use this information sharply enough to monitor the progress of some groups of pupils, particularly those who have SEN and/or disabilities.

Governance of the school

- Governors know the school well. They visit regularly and have a good understanding of performance information, and how well the school is performing in comparison to other schools. They receive regular reports containing wide-ranging information, including about bullying, behaviour and attendance, as well as academic performance.
- Governors challenge the school by holding the school's leaders to account for its performance. They provide support by tackling difficult issues together, for example ensuring that teaching is of a high standard and addressing underperformance.
- Governors ensure that they have undertaken relevant training, for example for safeguarding and safer recruitment.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has a very strong culture of safeguarding. All staff and governors have had training; they know that safeguarding is the responsibility of everybody and they know the procedures to follow. There are good systems in place for recording concerns and all staff are encouraged to contribute to records and share information.
- Pupils said that they would be confident to talk to an adult if they have concerns, and that adults would listen to them.
- The school checks carefully to make sure that leaders appoint staff suitable to work with pupils.

Quality of teaching, learning and assessment

Good

- Pupils enjoy their learning because teachers plan interesting activities, using their good subject knowledge and understanding of how children learn. Planning takes into account the needs of all groups of pupils, for example the topics and books used are chosen to appeal to all pupils. This results in a high level of engagement in lessons.
- Teachers closely monitor their pupils' progress and provide extra support for those who need to catch up. Adults tailor this support to meet pupils' individual needs. Teachers and teaching assistants provide the right level of guidance and questioning that helps pupils to think for themselves.
- The proportion of pupils who join the school with poorly developed language skills or who are at an early stage of learning English is much higher than in most schools.

Adults support these pupils well and give them time to formulate their answers but also help pupils before they become frustrated. Teachers learn from each other what strategies are most effective. This has resulted in pupils making good progress in their learning of English.

- Pupils told the inspector that they know how well they are doing because of feedback in their books and because their teachers talk to them about what they need to do to improve. There are a variety of rewards and incentives for both good learning and good behaviour, which are appreciated by the pupils and encourage them to work hard and behave well.
- Teachers' management of behaviour is good in most classrooms and pupils who exhibit challenging behaviour are usually managed well. Teachers ensure that pupils understand the expectations for behaviour. All adults in the school act as positive role models for pupils. Consequently, pupils are polite and friendly and usually listen well in lessons.
- In a few lessons, particularly in writing, teachers do not challenge pupils to reach high enough standards.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have very positive attitudes to learning and they enjoy coming to school. The well-designed curriculum and wide range of experiences develop pupils' self-confidence and social skills and complement their academic learning.
- Pupils can take turns and share equipment. The inspectors saw many examples of pupils working collaboratively in groups, listening to each other and taking their turn appropriately during group discussions.
- Pupils are made aware from their earliest days in school that their actions and choices have consequences and they could talk to an inspector about this.
- Pupils who have particular behavioural, emotional or social needs are well supported. Adults carefully plan to meet their specific needs, helping pupils to thrive in school and integrate well with their peers.
- Pupils are encouraged to take on positions of leadership. The school council has an action plan which is reviewed regularly. The school also has 'digital leaders' who help other pupils with information and communication technology (ICT) and undertake ICT tasks around the school, including manning the ICT equipment in assembly. This helps to develop pupils' sense of responsibility.

Behaviour

- The behaviour of pupils is good.
- Pupils typically behave in a sensible, orderly fashion and are usually kind and helpful to each other. The behaviour is good because staff have high expectations and pupils are clear about what is expected from them.

- There is very little bullying in the school and, when it does occur, it is dealt with effectively. Pupils told an inspector that they feel safe in school and that adults look after them well.
- The attendance of pupils is slightly below average. The school is unusual in having a large proportion of pupils leaving and joining the school at different times and this can affect the school's attendance figures. However, the school is assiduous at following up absence so that no pupils are unaccounted for. It also encourages families to support attendance. Letters, meetings and, as a last resort, legal action have been used to get children back into school. Children are encouraged by a reward system to attend regularly.

Outcomes for pupils

Good

- Pupils currently in the school are making good progress across different subjects, including reading, writing and mathematics. This is because an engaging curriculum and good leadership of teaching are having a positive impact on pupils' learning.
- Disadvantaged pupils are well supported and consequently make good progress in reading, writing and mathematics. The school's system for identifying pupils' needs is well developed and teachers and teaching assistants provide effective support.
- The most able pupils, including most-able disadvantaged pupils, make good progress and a higher proportion of pupils reach greater depth in their learning than is found nationally for reading and mathematics, although the proportion is lower for writing.
- Pupils who have English as an additional language make good progress in reading, writing and mathematics due to the good support they receive.
- Pupils who have SEN and/or disabilities make good progress from their different starting points according to their individual abilities.
- Pupils join the school with skills and knowledge lower than that typical for their age. The proportion of children in early years who achieve a good level of development has improved year on year and is now in line with most schools nationally.
- Historically, pupils make good progress in all subjects. However, they leave with standards in writing and reading that are slightly lower than national averages, although higher for mathematics. Pupils who have been in school since the start of the early years attain higher standards than the national figure by the end of Year 2. This shows that the teaching in school is good, leading to good outcomes.
- Standards in phonics at the end of Year 1 have historically been lower than the national figure, but this is improving. The school has invested in a structured scheme for teaching phonics, and the results from this are starting to be apparent, with current pupils reaching higher standards than in previous years. By the end of Year 2, the proportion of pupils who successfully reached the expected standard was in line with the national figure.

Early years provision

Good

- Children start school with skills and knowledge below that typical for their age. They

make good progress, and, by the time they move on to Year 1 they are at a similar level to most children nationally and well prepared to access the key stage 1 curriculum.

- Teachers and other early years staff know the children well. Assessment on entry has historically not been rigorous, but the school is currently addressing this. Regular ongoing detailed observations and assessments mean that staff know what the next steps in learning are for every pupil, and they use this knowledge to plan activities so that children learn well. This is particularly beneficial for children who have SEN or those who are disadvantaged, because they are quickly given extra help to catch up.
- Many children join the school with poorly developed English language skills. The staff are skilled at developing language through conversations and questioning, which the children enjoy and which take place in a friendly, accepting environment.
- Children are encouraged to be independent, for example when getting out and putting away resources. The routines are clear and children know what they need to do.
- Children's behaviour is good. They listen to adults and each other and take turns in conversations and when sharing toys and equipment.
- Early years staff have a good relationship with parents, who told the inspector that arrangements for their child to start school were good, with lots of opportunities to get to know the school and the staff. Parents said that teachers are very approachable and parents are welcome in school. They are confident that their children are safe and well looked after. Communication is good and parents are contacted immediately if there are any concerns.
- The early years has a new leader who is currently supported by the headteacher. Leadership of the early years is good, resulting in improved outcomes for children and more robust assessment.

School details

Unique reference number	142102
Local authority	Bournemouth
Inspection number	10038394

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

Type of school	Infant
School category	Academy converter
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	264
Appropriate authority	Board of trustees
Chair	Elizabeth Spreadbury
Headteacher	Andrew Poole
Telephone number	01202 393570
Website	www.stclementsandstjohns.co.uk
Email address	stclements@oceanlearning.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- St Clement's and St John's is larger than the average-sized infant school.
- This is the first inspection of the school since, in 2015, it joined the Ocean Learning Trust, a multi-academy trust. The headteacher was also appointed in 2015.
- The majority of pupils are not from a White British background. The largest group in school come from Eastern European countries, mainly Poland, with other pupils coming from a wide range of ethnic backgrounds. The majority of pupils in school do not speak English as their first language.
- The proportion of pupils who join and leave the school outside usual admission times is much higher than the national figure.

- The proportion of pupils known to be eligible for the pupil premium is higher than the national average.
- The proportion of pupils who have SEN and/or disabilities and who receive support is above average. The proportion of pupils who have SEN and/or disabilities who have a statement of special educational needs or an education, health and care plan is below average.
- The school runs a breakfast club on site.

Information about this inspection

- Inspectors observed learning in a number of lessons and learning walks, some observations were jointly conducted with school leaders.
- Meetings were held with the headteacher and other senior and middle leaders, groups of pupils, the executive headteacher from the multi-academy trust and representatives from the governing body.
- The inspectors looked carefully at a wide range of documentation. This included the school's self-evaluation and improvement plan, attendance records and information relating to the pupil premium and sport premium. Inspectors looked particularly closely at safeguarding documentation.
- Inspectors scrutinised pupils' work to evaluate their progress.
- Inspectors observed pupils' conduct and attitudes at playtimes, lunchtime, when moving around the school and in lessons.
- Inspectors took account of 37 responses to the Ofsted online Parent View survey. They also spoke to parents before the start of the school day.
- Inspectors took account of 16 responses to the staff survey.

Inspection team

Janet Maul, lead inspector	Ofsted Inspector
Claire Mirams	Ofsted Inspector
Liz Wilson-Chalon	Ofsted Inspector

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Manchester
M1 2WD

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