

# Inspection of St John's Primary School In Rishworth

Godly Lane, Rishworth, Sowerby Bridge, West Yorkshire HX6 4QR

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Inspection dates: 13 and 14 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	<b>Good</b>

## **What is it like to attend this school?**

St John's Primary School in Rishworth is a very happy school. Parents and carers are overwhelmingly positive about the culture of the school. One parent summed up the thoughts of many when they explained, 'You can feel the warmth of the welcome on the coldest of days when you walk onto the playground'.

It is clear to see that pupils love their learning. Teachers have high expectations of them. Pupils want to do well and they work hard. They are thoughtful and are keen to look after one another. The older pupils excel in this caring approach when they are part of the 'buddy' programme. They explain how important this is as they help the very youngest pupils to settle in quickly and become part of the school community.

Respect and inclusion are strongly promoted. All pupils have equal access to all that the school has to offer. They participate fully in the life of their school. The school's many extra-curricular clubs encourage pupils to find new interests and to discover and develop new talents.

Pupils behave sensibly around the school. They are attentive in lessons and respond positively to leaders' high expectations of their conduct. Pupils are polite and well mannered during social times. Bullying is not tolerated. It happens rarely. Pupils trust that adults would stop any unkind behaviour straight away. They feel safe and cared for in the school.

## **What does the school do well and what does it need to do better?**

The teaching of reading is a strength. Children begin to learn how to read as soon as they start school. Staff work skilfully when teaching reading. They quickly notice those pupils who are at risk of falling behind and give them extra help to keep up. Pupils practise their reading by using books that match the sounds they have learned. Pupils achieve well as a result of this effectively delivered programme. Teachers are determined and effective in ensuring pupils develop a love of reading. Pupils enjoy talking about the books they share in their daily story time sessions.

Leaders have designed an ambitious curriculum to support pupils to learn well, from the early years onwards. The curriculum is carefully planned to meet the needs of pupils with special educational needs and/or disabilities (SEND). Pupils with SEND learn well alongside their peers. In many subjects, the curriculum is well developed and established. It is enabling pupils to know more and remember more. As a result, pupils become confident readers, writers, and mathematicians. However, in a few topics within a few subjects, leaders have not identified precisely the most important subject knowledge that pupils need to learn, remember and use for future learning. Pupils are not as confident in their understanding of important knowledge or using a range of vocabulary in these aspects of the curriculum. Leaders are taking steps to develop these areas of the curriculum.

In lessons, staff are skilful at explaining things to pupils. Staff give pupils plenty of opportunities to practise and apply their understanding. Pupils achieve well as a result, including those with SEND. Teachers consistently check what pupils know and remember in lessons. In some foundation subjects, however, assessment systems are not consistently well developed to check whether pupils' knowledge and skills are secure over time. This means teachers do not have the information they need to be able to adapt future planning as precisely as they could. Leaders are taking actions to address this.

Leaders and other staff promote pupils' personal development exceptionally well. There are a wide range of well-thought-out and high-quality enrichment experiences for every pupil. The focus on the school values, including neighbourliness, ensures that pupils are well equipped with the knowledge and skills they need to contribute positively to the school and the wider world. One example of this can be seen when pupils take up their roles as junior community wardens. The work that leaders do to ensure all pupils take part in activities that encourage an active and healthy lifestyle is of a very high quality. These include inclusive sporting events, competitions and a wide range of clubs. Pupils are proud of the teamworking skills they develop.

Staff's expectations of behaviour are high for every pupil. There are consistently positive and purposeful relationships between pupils and staff. In the Reception Year, children learn routines and develop the skills to listen carefully to adults. Pupils behave extremely well in lessons. They are attentive, work hard and are enthusiastic learners. Pupils work well both independently and together.

Leaders take well-focused actions to continually develop and improve the quality of education that pupils receive. Leaders have created a happy and united school community. There is a strong sense of teamwork throughout the school. Governors work hard to carry out their responsibilities diligently. They support and challenge leaders effectively. Leaders are very considerate of staff's well-being and workload. Staff feel supported in developing their subject knowledge and expertise.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have developed a very strong culture of safeguarding throughout the school. Staff receive frequent training and updates. They are clear about how to identify pupils who may be vulnerable or at risk. Staff record concerns appropriately and leaders follow these up swiftly. Leaders complete appropriate checks before staff begin working at the school.

Staff know the pupils and their families well. There is high-quality pastoral support in place. When necessary, leaders work with external agencies in a timely manner. The carefully planned curriculum helps pupils to learn how to keep themselves safe, including staying safe online. Pupils learn about respectful relationships. They know what to do if they have a concern.

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

### (Information for the school and appropriate authority)

- In some aspects of the curriculum, leaders have not fully identified or tightly sequenced the essential knowledge that pupils need to know. This means that teachers are unclear about what should be taught in some subjects. Leaders need to ensure that subject and phase leaders have identified and sequenced the most important things that pupils should know and remember at each stage of their education.
- Leaders have not fully developed systems for assessing how effectively pupils have retained knowledge and skills in the longer term across the wider curriculum. As a result, teachers cannot be sure how well pupils are remembering their learning over time. Leaders should ensure that there are focused and robust approaches that allow teachers to gather this important information when assessing pupils' learning in these subjects. This can then be used to inform future curriculum planning more precisely.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	139040
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10211961
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	148
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Stephen Byrne
<b>Headteacher</b>	Joanna Wasyliw
<b>Website</b>	<a href="http://www.stjohnsrishworth.org.uk">www.stjohnsrishworth.org.uk</a>
<b>Date of previous inspection</b>	13 February 2019, under section 8 of the Education Act 2005

## Information about this school

- This is a Church of England voluntary aided school. It is part of the diocese of Leeds.
- The last section 48 statutory inspection of Anglican and Methodist schools took place in January 2020.
- The school does not use alternative provision.

## Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This is the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other school leaders, staff, pupils and governors.

- The lead inspector had telephone meetings with officers from the local authority and diocese of Leeds.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education and history. The inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to pupils reading to a known adult.
- The lead inspector reviewed the school's safeguarding documentation. The inspector considered how well leaders act on concerns about pupils' safety and welfare. Inspectors spoke to pupils, staff, and governors about safeguarding practices.
- Inspectors considered the response to Ofsted's online survey, Parent View. They also took into consideration the responses to the inspection surveys for staff and pupils.

### **Inspection team**

Asa Britton, lead inspector

Her Majesty's Inspector

Suzette Garland-Grimes

Ofsted Inspector

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