

# Inspection of Royston St John Baptist Church of England Primary School

Vicarage Lane, Royston, Barnsley, South Yorkshire S71 4QY

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Inspection dates: 5 and 6 October 2022

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

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

When children start at this school, they are welcomed into a nurturing environment where they can flourish. They are supported to develop a genuine love of learning. Relationships between adults and pupils are strong. Staff support each other and work very well as a team. The school is an integral part of the local community, with well-developed links such as those with the local church.

One of the school's values is 'educational excellence'. Leaders have created a culture of high expectation. This is clearly evident, not only in pupils' work but also in their positive attitudes to learning. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well across a range of subjects.

Pupils feel safe in school. They trust adults and approach them for help if the need arises. Bullying is rare, but when it does happen, adults are quick to sort out any problem. Pupils are well behaved and know that they are responsible for their own conduct. One pupil, reflecting the views of others, stated, 'We know we are role models for younger children.'

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

Reading is at the heart of the curriculum. Children begin to learn to read as soon as they start in Reception. Adults teach phonics sessions well. Pupils read every day. Books are well matched to pupils' abilities. They contain the sounds and words with which they are familiar. If pupils find reading difficult, adults provide swift and effective support. Leaders have ensured that pupils have access to a wide range of carefully chosen quality texts. Books are celebrated and displayed all around the school. When meeting with an inspector, pupils' faces lit up when they talked about favourite authors such as Hilary McKay.

Staff have carefully considered the content of the curriculum and have made sure that it builds on what pupils already know. Curriculum plans show how knowledge has been carefully sequenced from Reception through to Year 6. In science, pupils in Year 5 have developed their knowledge of planets. This has built on previous learning about gravity in Year 3. Pupils in Year 6 had good recall when discussing aspects of the Second World War. For example, they discussed the reasons why the war began and the dangers people faced during the Blitz. However, when writing, some pupils' letter formation is inaccurate. This hinders their ability and efficiency to record their thoughts and ideas at pace.

In English and mathematics, subject leaders use information gathered from assessments and observations in class to check which aspects of the subject need to be improved. The ways in which teachers check that pupils have learned the curriculum in some foundation subjects are not as well developed.

Over time, pupils' behaviour has improved significantly. Inspectors found pupils to be polite and well behaved. Pupils listen to their teachers in lessons and move

around the school in a calm manner. Older pupils are good role models to younger pupils.

The school is fully inclusive. Leaders swiftly identify the needs of pupils with SEND. These pupils are supported very well. To remove any barriers to learning, leaders are quick to provide help which includes additional support from adults and access to extra resources. Teachers expect pupils with SEND to do as well as their peers. As a result of these high expectations and the support put in place, these pupils do well.

As soon as children join school in the early years, they are immersed in a supportive and exciting learning environment where adults help them to thrive. Teachers manage the learning environment extremely well. Children quickly build routines, are taught how to communicate effectively and focus on their learning. The curriculum in early years focuses on communication and language, including the development of a wide range of vocabulary. This is highly effective. There are many activities which appeal to children's curiosity. For example, some children concentrated for a long time, with the aid of binoculars, to search in the extensive outdoor area for signs of autumn. As a result of the high-quality curriculum and the expert way in which it is delivered, children are extremely well prepared to start Year 1.

The school offers pupils a range of after-school activities. Pupils are respectful and tolerant of others. They value and understand everyone's differences. Leaders give pupils opportunities to develop leadership skills by carrying out various roles of responsibility. Pupils are active in supporting the local community. They worked with Barnsley Council to close the road outside the school to promote families and carers walking to school.

Trustees and governors have a wealth of experience and a broad range of relevant skills. They work with leaders and provide challenge. Leaders have an accurate view of the school's strengths and also the areas on which to focus to make it even better. Staff are very proud to be part of the school. They feel well supported and say that leaders are mindful of their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know the pupils and local community well. They have procedures and processes in place to keep pupils safe. Staff receive regular training and know how to report any concerns they may have about a pupil. Leaders are very quick to respond to safeguarding concerns and are relentless in getting pupils and families the support needed. Pupils feel safe in school and know how to raise concerns. They learn how to keep safe in a variety of situations, for example when online. Leaders ensure that all staff are subject to the appropriate employment checks. Leaders are trained in safer recruitment.

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

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

- Some pupils' letter formation is not accurate. As a result, these pupils' handwriting lacks pace. They are unable to record their ideas efficiently. Leaders should ensure that letter formation is a regular focus.
- In some subjects, such as computing, the ways in which teachers check pupils' knowledge are in development. Not all subject leaders have a detailed understanding of what pupils know and remember. Leaders need to make sure subject leaders can purposefully gauge, and act upon, this information.

## 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.

## 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>	142556
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10241150
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	189
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sharon Cook
<b>Headteacher</b>	Lee Spencer
<b>Website</b>	<a href="http://www.royston-stjohn.org.uk/">www.royston-stjohn.org.uk/</a>
<b>Date of previous inspection</b>	15 and 16 January 2019, under section 5 of the Education Act 2005

## Information about this school

- The school has not undergone any significant changes since the last inspection.
- The school was judged to be good at its most recent inspection of denominational education and the content of the school's collective worship under section 48 of the Education Act 2005. The school's most recent section 48 inspection took place in April 2019. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next section 48 inspection will be within eight years of the previous section 48 inspection.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school 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 executive headteacher, deputy headteacher and assistant headteachers. The lead inspector met with a member of the trustees and the

chair of trustees, who attended the meeting online. The lead inspector had a discussion with the chair of the local governing body by telephone. The chief executive officer (CEO) and deputy CEO attended a meeting online.

- Inspectors carried out deep dives in these subjects: English, mathematics, science and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors visited a sample of lessons.
- An inspector met with the designated safeguarding lead to discuss the school's safeguarding policies and procedures. Documentation was scrutinised and evidenced for how the school identifies and supports pupils at risk of harm. Inspectors spoke with a range of pupils and staff to evaluate the school's safeguarding culture.
- An inspector checked the school's single central record to make sure all staff had the appropriate checks to work with children.
- The views of staff and pupils were considered from conversations and through responses to Ofsted's online surveys.
- An inspector spoke to parents during the inspection. The responses to Ofsted Parent View, including written responses, were considered.

### **Inspection team**

Andy Taylor, lead inspector

Ofsted Inspector

Pritiben Patel

Ofsted Inspector

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