

Inspection of Bollington St John's C of E Primary School

Grimshaw Lane, Bollington, Macclesfield, Cheshire SK10 5LY

Inspection dates: 30 November and 1 December 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are proud to attend this small and welcoming school. The warm and positive relationships that pupils build with staff, and with each other, help them to feel safe. Pupils value their friendships. They appreciate the 'buddy bench' that is used at breaktimes to make sure that no one is left out.

Pupils, and children in the early years, are keen to do their best. As a result, most pupils, including pupils with special educational needs and/or disabilities (SEND), achieve well. Pupils' behaviour in classes and on the playground reflects leaders' high expectations and the school's values. Pupils are polite, respectful and caring towards each other and to adults.

Pupils know that staff care about them and will listen to any worries that they may have. They know that they will get help if they need it. Leaders deal with any incidents, such as bullying, swiftly and with sensitivity.

Pupils make great strides in their personal development during their time at the school. They enjoy a range of experiences which help them to develop as confident young citizens. For example, leaders have provided pupils with opportunities to become engaged in a range of global and environmental projects, which pupils spoke about confidently. Pupils carry out leadership responsibilities with pride, such as being reading buddies to younger pupils.

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

Leaders have put in place an ambitious curriculum. They have thought carefully about what they want pupils to learn. Leaders have clearly identified the key knowledge that staff must teach pupils. Teachers design learning that helps pupils to learn the key knowledge that they need. As a result, pupils know more and remember more over time and achieve well.

In a few subjects, leaders' curriculum thinking is less clear. They have not ensured that teachers understand the most important knowledge that pupils, including children in the early years, should learn. This means that, at times, the learning that teachers design does not help pupils to know all that they should. As a result, some pupils move through the curriculum with gaps in their knowledge. Pupils' learning is less secure in these subjects.

Children in the early years get off to a strong start when learning to read. Staff encourage children to listen attentively to stories and to develop their spoken language and vocabulary. These children, along with pupils in key stage 1, have regular opportunities to practise what they have learned in their daily phonics sessions. Suitably trained staff build pupils' phonics knowledge in well-ordered steps. Teachers provide additional support for any children or pupils who start to fall

behind. The books that pupils read are matched to their reading ability. This helps pupils to practise what they have learned and become successful readers.

Staff encourage pupils to value reading. Pupils enjoy the books and stories that their teachers read with them. Staff and pupils have created 'reading rivers' to share books that they have enjoyed reading or are special to them. Older pupils continue to improve their reading accuracy, fluency and ability to understand what they read. Most pupils develop as confident and fluent readers.

Most pupils have positive attitudes to learning. They can usually learn without interruption. Leaders ensure that all pupils are supported, including pupils with SEND. Staff identify and support pupils with SEND effectively from the early years to Year 6. As a result, pupils with SEND access the full curriculum and achieve the same success as others in the school.

There is a respectful culture in the school. Pupils develop a firm understanding of the wider world. For example, leaders give pupils opportunities to learn about differences. They learn about different families, faiths and cultures. Pupils develop empathy for others. They understand that everyone, regardless of their differences, should be treated with respect. Pupils know why values such as democracy are important to society.

Governors play an active part in the life of the school. They offer appropriate support and challenge to school leaders. Staff are proud to work at the school. They feel their well-being and workload are considered and supported. They appreciate the approachability of leaders.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding leaders and staff are well trained to identify and respond to any safeguarding concerns. Staff report any concerns that they have. Leaders deal with these appropriately, involving outside agencies when necessary. They ensure that pupils get the help they need.

Through the curriculum, pupils learn how to keep themselves safe. They learn about healthy relationships. They are clear about how to stay safe online and know what to do if they have any concerns. Pupils spoke highly of the support available to them, including the school worry box.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders and teachers are not clear enough about the essential knowledge that pupils should learn. This means that some pupils move through the curriculum with gaps in their learning. Leaders should ensure that, in these subjects, the most important knowledge that pupils should secure is identified so that they can deepen their understanding of these subjects over time.
- At times, teachers do not design learning that helps pupils to learn the key knowledge that they need. This hinders pupils' progress through the curriculum. Leaders should ensure that teachers are supported to design learning that is focused on the essential knowledge pupils need to know so that pupils secure this knowledge before moving on to new learning.

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

Unique reference number	111324
Local authority	Cheshire East
Inspection number	10226306
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	108
Appropriate authority	The governing body
Chair of governing body	Mike Akerman
Headteacher	Melanie Walker
Website	www.bollingtonstjohns.co.uk
Date of previous inspection	14 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Chester. The last section 48 inspection took place on 26 April 2018.
- Leaders do not make use of alternative provision.

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 conducted deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors met with subject leaders and teachers. They visited lessons, looked at examples of pupils' and children's work and talked with groups of pupils about their learning. The lead inspector heard pupils from key stage 1 and key stage 2 read to a familiar adult. Inspectors also

considered the curriculum, spoke with pupils about their learning and evaluated their work in some other subjects.

- Inspectors spoke with members of the governing body, the headteacher and other school leaders. The lead inspector also spoke with a representative of the local authority, the school's current and previous school improvement partners and a representative from the diocese.
- Inspectors talked with staff about their workload and well-being.
- Inspectors met with leaders who are responsible for attendance, behaviour, early years, SEND and pupils' personal development.
- Inspectors reviewed leaders' policies and procedures to keep pupils safe. They discussed safeguarding arrangements with leaders and staff. Inspectors also checked the single central record.
- Inspectors spoke with pupils about safeguarding and their wider experience of school. Inspectors looked at a range of policies and documents related to pupils' and children's welfare and education. They observed pupils' and children's behaviour in lessons and around the school.
- Inspectors took account of the responses to Ofsted's online surveys for staff and pupils.
- Inspectors met with parents and carers at the start of the school day and took account of the responses to Ofsted Parent View, including the free-text responses.

Inspection team

Rebecca Jewitt, lead inspector

His Majesty's Inspector

John Littler

Ofsted Inspector

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