

Inspection of St John's CofE (C) Primary School

Wombourne Road, Swindon, Dudley, West Midlands DY3 4NB

Inspection dates: 6 and 7 December 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

This small school is a happy and safe place for pupils to learn and grow together. The school's values guide pupils to 'pray, play and prosper' in a way that truly helps pupils to be ready for life ahead, both personally and academically. Pupils achieve well.

High expectations for pupils' behaviour are set, expected and modelled by governors, leaders and staff. Pupils also demand and achieve the very best of themselves. Pupils are rightly proud of themselves and all that they achieve in school life. Parents and carers value this, too.

Older pupils help younger pupils. Younger pupils help each other. Pupils told inspectors: 'Everyone is like a big happy family. Older children nurture the younger children and we all get on, no matter how big or small we are. There is no racism or discrimination between us.' They are right. Adults deal with bullying effectively if it should happen.

Everywhere you walk, there is talk, and caring and sharing. One parent, echoing the view of many, said, 'There is an atmosphere of caring, wonder and gratitude in all the classes.'

Pupils see the 'golden ticket' for clubs as a gift they have been given.

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

Leaders have thought carefully about what they want all pupils to know and in what order, right from the start of Nursery. In many subjects, pupils build up what they know and remember over time. They talk about past and current learning clearly. For example, in physical education, pupils talk about learning how to hold a hockey stick correctly, how to control and pass a ball, and techniques for attacking, defending and scoring before they put these together to play a game of hockey. Younger children move from riding a tricycle to riding a balance bicycle to pedalling without stabilisers.

Governors and school leaders have clear systems to identify pupils who have additional needs. They use their in-depth knowledge of the context of mixed-age classes and pupils with special educational needs and/or disabilities (SEND) to make sensible and relevant curriculum choices. Leaders use the information they gain from their checks to make appropriate changes, such as reviewing and revising the structure and sequence of English units of work.

Teachers' use of resources do not always support the intended learning well. Where this is the case, it hinders pupils, including those with SEND, from showing what they know and can do to reach their full potential. In lessons where this is not the case, pupils produce work of a high quality and achieve well. Teachers check what

pupils know in a range of ways. Occasionally, pupils' errors are not consistently addressed, and they are left with misunderstandings or incomplete work.

Leaders have created a reading-rich environment across the school and the curriculum. Pupils love this. Pupils learn to read well. Leaders have made sure that pupils have the phonics knowledge they need. Leaders put support in place for those who need it. This allows all pupils to become successful, fluent readers. They move from reading simple, structured texts to fluently reading more complex and challenging books. Pupils told inspectors about the stories they read. As one pupil said, 'I love how I can lose myself in a book and imagine I am one of the characters.' This is a view held by many.

Children develop this love of books from their earliest days in school. Skilled staff in the early years bring stories to life. Children vote daily on which book, from a choice of two, they wish the teacher to read. They respectfully accept the winning vote, even if it was not their own choice. Children's mature attitudes are visible across the indoor and outdoor spaces as they play and learn together. For example, children carry tyres and lift them together to build 'Santa's chimney'. They take turns to shovel and transport leaves in a wheelbarrow as the imaginary ingredients for gingerbread biscuits. These youngest children communicate, collaborate and cooperate with continual acts of kindness.

Pupils' behaviour is of the highest standard in and out of lessons. Older pupils speak highly of taking on responsibilities. They see themselves as important role models. They value the importance of celebrating the achievement of others through 'amazing attendance' and 'playground perfection'. Pupils also appreciate and benefit from the multitude of clubs and visits they do. They are looking forward to their residential visit.

Nurture comes naturally to all in the school. The warm and welcoming environment wraps its arms around all who walk through the school's door. Staff are of one voice in their compliments of the care leaders show for them. Parents sing the praises of the school's staff team and all its members do for the children and families.

Safeguarding

The arrangements for safeguarding are effective.

Leaders keep safeguarding at the heart of all they do. They have effective systems in place to check that staff are safe to work in school and to record concerns. They act swiftly and, when necessary, involve external agencies.

Staff are well trained. They know the signs to look for and how to report concerns. Despite the small, friendly nature of the school, staff maintain an understanding that 'it can happen here'.

Pupils' knowledge of staying safe in a range of ways is impressive. They know how to look after their body and mind. They use books as 'mirrors and windows' to understand respectful relationships and sensitive topics.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers' use of resources in some subjects does not contribute well to pupils' learning. This means that pupils' progress is slowed. Leaders need to ensure that all staff consistently choose resources that support, extend and challenge pupils' learning.
- Teachers do not consistently address pupils' errors in their learning. As a result, pupils repeat the same mistakes or are left with some misunderstandings. Leaders need to make sure that all teachers identify and address promptly errors and misconceptions so that pupils make better progress.

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	124278
Local authority	Staffordshire
Inspection number	10241041
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	109
Appropriate authority	The governing body
Chair of governing body	Gavin Bowen
Headteacher	Donna Calloway
Website	www.st-johns-swindon.staffs.sch.uk
Date of previous inspection	7 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school runs a breakfast club and an after-school club.
- The school does not use any alternative provision.
- Since the previous inspection, Nursery children are now taught as part of a foundation stage unit with Reception rather than in a separate building.
- The school is registered to take two-year-olds. There are currently no two-year-olds on roll.
- The school is part of the Church of England Diocese of Lichfield. The school's section 48 inspection was carried out in June 2017.

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 held meetings with the headteacher, who is also the special educational needs coordinator, and the deputy headteacher.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and design and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders and looked at samples of pupils' work in some other subjects, including science and English.
- The lead inspector spoke with three members of the governing body and considered reports from an external school adviser.
- The lead inspector listened to a sample of pupils read.
- Inspectors observed pupils' behaviour in lessons and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- Inspectors reviewed responses to Ofsted's online parent, pupil and staff surveys.
- Inspectors met with leaders about the school's safeguarding procedures. Inspectors reviewed policies and records relating to safeguarding, bullying, behaviour and attendance. Inspectors spoke to pupils and staff about pupils' safety.
- The lead inspector reviewed a wide range of documentation, including the school's evaluation and improvement plans, the scheme of delegation and information on the school's website.

Inspection team

Kirsty Foulkes, lead inspector

His Majesty's Inspector

Rob Johnstone

Ofsted Inspector

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