

Inspection of St John the Baptist Catholic Primary School, Andover

Floral Way, Salisbury Road, Andover, Hampshire SP10 3PF

Inspection dates: 7 and 8 February 2023

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

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils, including pupils with special educational needs and/or disabilities (SEND), strive to 'go beyond what is expected' at this caring, inclusive school. Pupils are proud to say that their school encourages them to respect people from other backgrounds and to treat everyone equally. This is lived through the school's values. Pupils have regular opportunities to promote and celebrate the rich diversity of languages and cultures at the school. For example, staff and pupils learn Makaton sign language. Also, weekly 'Mission' assemblies help pupils to recognise qualities such as perseverance in each other and share these in a way that develops a sense of community.

Pupils treat adults and each other with courtesy and politeness. They thrive when taking on responsibilities, such as school councillor or 'buddies' who help younger pupils to learn the school's rules of 'be ready, be respectful and be safe'. From the beginning of Reception, children learn about good manners and enjoy helping others. Pupils say that they feel safe. Bullying is rare, but if any incidents do occur, adults do all they can to find positive resolutions. One parent said, 'It is a very special community to be part of where everyone feels important and included.'

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

Leaders want every pupil to achieve at the highest levels and to be prepared for their next stage of education. In most subjects, leaders have thought about the knowledge that they want pupils to learn. Staff are committed to ensuring that pupils make the progress they need to against the curriculum that has been set out. Staff adopt teaching approaches that help pupils to remember what is being taught. Pupils' work is generally of a high standard, and strongest where the curriculum has been developed the most. Children in the early years achieve very strongly across all areas of learning, often from low starting points and with many pupils who speak English as an additional language. In some subjects, however, the curriculum is at an earlier stage of development, which means pupils are not achieving all that they could.

Leaders prioritise reading and teaching phonics. They have constructed an approach to teaching reading which builds phonic knowledge. However, leaders have not yet provided staff with consistent training so that they all have the expert knowledge that they need. Some phonics teaching in Key Stage 1 is not as precise and effective as it could be, meaning that pupils could make even swifter progress in learning to read. Pupils take home books that are matched to the sounds they have learned. If any pupil falls behind, they are helped to catch up to their peers. This work, together with highly effective phonics teaching in Reception, ensures that pupils learn and achieve well overall. Leaders have an infectious enthusiasm for literacy which helps pupils to develop a love of reading. Teachers teach reading with joy. Reading for pleasure is a strength of the school.

Leaders create positive, engaging classrooms. Resources are accessible and support pupils, including pupils with SEND, to access learning and develop their confidence over time. Where subjects are further developed, teachers are able to check what pupils have remembered. In the early years, staff have a forensic approach to assessing pupils' needs. Any pupils with SEND are quickly identified and staff engage with external agencies, where necessary, to ensure that pupils get the help that they need.

Pupils enjoy trips and visits that help to bring the curriculum to life. Pupils talk confidently about the religious character of the school and speak positively about some enrichment activities, for example football at lunchtimes and residential trips to Little Canada and Ufton Court. Assemblies are used to connect home and school together, celebrating children's achievements, no matter how big or how small, and encouraging pupils' high levels of attendance.

Staff appreciate leaders' and governors' efforts to consider their workload and well-being. There is a highly committed team at the school who are very supportive of leaders. Governors work with determination to offer appropriate support and challenge to school leaders. Governors are skilled and knowledgeable. They have an accurate understanding of the strengths and areas for development of the school. All stakeholders are united in their praise of the hard work of the headteacher and staff at the school. One parent echoed the views of many when they said, 'The headteacher is exceptional. Staff are approachable, caring, enthusiastic and dedicated.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders maintain a strong safeguarding culture at the school. They ensure that all staff know what the signs of abuse are and what to do if they have any concerns. Where needed, leaders act quickly and work with external agencies. Pupils have a strong knowledge of how to keep themselves safe online and of the potential harm of social media and technology. Pupils know that there are trusted adults to talk to if they are worried. Leaders carry out checks on adults before any employment or placement at the school. Leaders keep accurate records and audits that are checked by governors and the local authority.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some curriculum subjects are not fully developed because the precise knowledge that pupils need to learn has not been identified clearly enough. Work to develop these subjects is ongoing. Leaders should ensure that all subject curriculums are designed so that pupils, including pupils with SEND, learn all of the important knowledge that they need.

- The phonics programme is not as well developed as it could be, resulting in some phonics teaching not being delivered consistently and effectively. This means that some pupils are not learning phonics as well as they could. Leaders must continue to develop precision and consistency by further developing the school's phonics programme and ensuring all staff develop the phonics expertise that they need.

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	116382
Local authority	Hampshire
Inspection number	10242311
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	215
Appropriate authority	The governing body
Chair of governing body	Matthew Zarb-Piscopo
Headteacher	Catherine Whatley
Website	www.sjbschool.co.uk
Date of previous inspection	12 January 2009, under section 5 of the Education Act 2005

Information about this school

- St John the Baptist Catholic Primary School is a one-form entry primary school that serves a wide catchment area.
- A section 48 inspection to evaluate the distinctiveness and effectiveness of St John the Baptist Catholic Primary School as a Catholic school took place on 22 and 29 March 2019.
- There is an above average number of pupils currently attending the school who speak English as an additional language.
- The number of pupils with special educational needs at the school is well below the national average.

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 school and have taken that into account in their evaluation of the school.

- Inspectors spoke with the headteacher, the acting deputy headteachers and other members of staff. They also spoke with pupils about their work and their school.
- Inspectors met with members of the governing body and had a telephone discussion with a representative of the local authority and with a representative of the Diocese of Portsmouth.
- Inspectors reviewed a range of documents about safeguarding, including the employment checks undertaken when staff are appointed.
- Inspectors considered the responses to Ofsted’s online survey, Ofsted Parent View. Inspectors also considered responses to Ofsted’s online surveys for staff and pupils.
- Inspectors carried out deep dives into early reading, history, art and mathematics. These involved discussions with subject leaders, teachers and pupils, visits to lessons, reviewing pupils’ work and the curriculum plans and listening to pupils read.

Inspection team

Carl McCarthy, lead inspector

His Majesty’s Inspector

Toby Martlew

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
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