

# Inspection of St John's Primary School

Pendleton Road, Redhill, Surrey RH1 6QG

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Inspection dates: 7 and 8 June 2023

<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	Not previously inspected under section 5 of the Education Act 2005

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

This is a school where pupils, staff, parents and carers celebrate the value of community. Leaders understand the local context and ensure that the curriculum meets the needs of the learners, both academically and through wider opportunities. The creatively planned residential trips are carefully sequenced to develop pupils' independence. They complement other leadership responsibilities that pupils undertake such as the anti-bullying ambassadors and school council members.

The curriculum is ambitious for all, including those with special educational needs and/or disabilities (SEND). Leaders have identified four 'curriculum drivers' of 'outdoor, community, challenge & risk taking and spiritual & cultural'. These drivers are part of every topic and encourage pupils to experience learning beyond the classroom. Leaders recognise that these are more developed in some subjects than in others.

Pupils are happy at this school. They feel safe and talk about the teachers and pupils being the best thing about their school. Bullying is very rare, and pupils are confident that the anti-bullying ambassadors will help them sort out any problems quickly. The implementation of these ambassadors has developed pupils' understanding of what bullying is. There are high expectations for pupils' achievement and conduct. Staff are swift to address any behaviour that is not meeting these high expectations.

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

The curriculum is ambitious and designed for all pupils, including those with SEND. Leaders promote high levels of independence and inclusion. Everyone is a champion for the most vulnerable pupils. However, in some lessons the approach for deepening learning is less well developed. This means that there are groups of children who do not achieve to the extent that they could.

In the early years, leaders have identified and sequenced the things children need to know in each subject so that learning builds on what they already know and can do. Here, the planning is aspirational. Children revisit key themes throughout the year. Teachers provide high-quality questions and activities to engage children in their learning. In key stages 1 and 2, in subjects where the curriculum sequencing is fully developed, activity choices also precisely match the intended learning. As a result, pupils remember and use their knowledge with confidence. In some subjects the learning is not fully connected, and activities are not precise enough. In these subjects, pupils do not remember their learning as well.

Assessment in most subjects is well considered and helps to inform teaching. Teachers check pupils' understanding carefully and this helps them to identify what they need to focus on in future lessons, including for pupils with SEND. In the early years, adults skilfully check how children are doing. They have precise knowledge of

what children know and remember. They thoughtfully adjust the curriculum and ensure each child achieves their full potential.

Leaders have prioritised reading. They teach phonics as soon as the children start in Reception. There are high expectations for every pupil. In the early years, children often choose to read and write during independent learning time. Leaders identify pupils who lack confidence or fluency with reading and put in effective support. Pupils love the stories that their teachers read to them every day. Leaders have encouraged the local community to become part of this reading culture. Parents enjoy the opportunity to be a 'mystery reader'.

Leaders have high expectations of behaviour for all pupils. Teachers are quick to address any inconsistencies and the leaders regularly share expectations and ensure pupils know what they are. Pupils are polite and considerate to each other. They actively look for ways to help each other. The 'values trees' and 'curriculum drivers' underpin expectations for everyone.

Leaders ensure there is a strong focus on pupils' personal development. Pupils have a clear understanding of right and wrong and learn about how to stay safe and healthy. Treating everyone equally is important in this school. Pupils learn about different types of families, disability and diversity. They also learn to appreciate other faiths, and collective worship provides a platform to teach pupils about the school's values. Links with the wider community play an important part in bringing the curriculum to life. There are also established global links with a sister 'St John's' school in Africa, which pupils raise money for.

Staff feel that leaders support them well and value the work that they do. Leaders prioritise the well-being of staff. They have taken steps to carefully consider expectations on workload. Governors and trustees have secure knowledge of the school and fulfil their statutory duties well. Staff value the professional development they receive as part of the multi-academy trust (MAT).

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a culture where safeguarding is everyone's responsibility, where everyone's attitude is that 'it could happen here'. Pupils feel safe and cared for and talk confidently about the trusted adults they can name at school and at home. Staff know the community and their families well. Tailored training helps provide the necessary knowledge to staff so that they are fully aware of the risks to pupils and the signs to look out for. Particularly those that reflect the local context. Leaders escalate concerns to the appropriate external agencies and follow these up when they need to.

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

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

- The curriculum sequencing of learning in some foundation subjects is not fully developed. This means that the lesson activities in those subjects are not precise enough. As a result, in these cases, some children do not remember their learning over time. Leaders need to ensure that teachers know what to teach, and when, in a way that builds connected knowledge for all children.
- In some lessons there is not always sufficient challenge for all pupils. Consequently, there are some groups of children who do not achieve as well as they could. Leaders need to ensure that all learners have opportunities to demonstrate their understanding through carefully designed activities that provide depth and challenge.

## 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>	146661
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10269060
<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>	211
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Nicola Brownjohn
<b>Headteacher</b>	Liz Wombwell
<b>Website</b>	<a href="http://www.stjohns-redhill.surrey.sch.uk">www.stjohns-redhill.surrey.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- St John's Primary School converted to become an academy school in February 2019. When its predecessor school, also called St John's Primary School, was last inspected by Ofsted, it was judged to be good overall. The school is part of the Greensand Multi Academy Trust.
- The school runs its own breakfast and after-school club provision, which was part of this inspection.
- The school does not currently use any 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 carried out deep dives in these subjects: reading, mathematics, history and physical education. 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. An inspector also heard pupils read to a trusted member of staff.

- Inspectors met with leaders, staff, pupils and those with responsibility for governance, including the chair of the local school committee and the chair of the board of trustees.
- Inspectors observed break and lunchtimes and the start and end of the school day.
- Inspectors scrutinised local school committee meeting minutes and records of visits to the school made by trustees.
- Inspectors met with the special educational needs coordinator to discuss the provision for pupils with SEND. They visited lessons to look at the support these pupils are receiving.
- Inspectors considered the responses to the confidential staff and pupil surveys. They took account of the responses to Ofsted Parent View and comments made by those who responded.
- To evaluate the effectiveness of safeguarding, inspectors looked at the school's website and policies, met with leaders and spoke with pupils and staff. They scrutinised school records of the safeguarding checks carried out on adults working at the school and spoke with those who have responsibility for governance. They scrutinised a selection of child protection records.

### **Inspection team**

Emma Law, lead inspector

Ofsted Inspector

Mark Rivers

Ofsted Inspector

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