

# Inspection of St John's Catholic Primary School

Oldfield Lane, Bath, Somerset BA2 3NR

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Inspection dates: 13 and 14 September 2023

**Overall effectiveness** **Good**

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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?**

This happy and friendly school is at the heart of the community. The school's ethos and vision, 'shine, celebrate and grow', are threaded through all the school offers. Pupils enjoy school, and there is a purposeful buzz of learning throughout the school.

The school's high expectations are reflected in the ambitious curriculum and rich experiences. Pupils participate in a range of clubs, such as for taekwondo, choir and 'fun science'. They enjoy taking part in school productions, such as 'The Lion King'. Pupils are keen to take on positions of responsibility when they become digital leaders or house captains.

Pupils are sociable, friendly and respectful. They form positive relationships with staff and their peers. Pupils enjoy reading to 'grandfriends', who visit the school and have lunch with pupils.

Pupils are keen to do their best and they behave well. They say that using 'gem powers', such as resilience and perseverance, help them with their learning.

Pastoral support is strong. Pupils feel safe and trust adults to look after them. Most pupils confirm that bullying is not tolerated. They are confident that staff swiftly sort out any problems.

Parents and carers typically comment positively on the school's caring atmosphere and its sense of community.

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

The school is united in its aim to provide a high-quality education for all pupils. The school has designed an ambitious and well-sequenced curriculum in all subjects. It has precisely identified the knowledge and skills that pupils will learn. Most pupils achieve well.

The teaching of reading is prioritised. Pupils learn to read as soon as they start school. Pupils regularly practise their phonic knowledge. This enables them to secure the skills they need to become confident readers. Staff regularly assess how well pupils are learning to read. They provide extra reading support for pupils who need help to keep up. This improves pupils' accuracy and fluency.

The school inspires pupils to develop a love of reading. Pupils are provided with a wide range of exciting reading materials. Pupils enjoy choosing books to read for pleasure.

The school has revised the curriculum in all subjects, to help pupils develop deeper knowledge. For example, in mathematics, pupils have 'rapid recall' sessions where

pupils practise the knowledge and skills they have previously learned. This is improving pupils' fluency and ability to apply their knowledge to future learning.

The early mathematics curriculum is designed well. For example, children are carefully taught how to repeat patterns so that they successfully create their own. The school routinely assesses pupils' learning. However, sometimes, assessment does not identify what pupils already know and can do. When this is the case, pupils do not securely build on prior learning. This hinders them from securing the depth of knowledge they need for what comes next.

The school swiftly identifies pupils with special educational needs and/or disabilities. Staff provide targeted pastoral support and adapt pupils' learning appropriately. The school routinely checks the impact of this. Pupils and parents confirm that this extra help is making a positive difference.

Pupils know what is expected of them and listen carefully to adults. They settle to work enthusiastically. Low-level disruption is rare. The school provides focused support for the minority of pupils who struggle to manage their emotions. Pupils say that talking to adults and attending the 'Rainbow Room' helps them to become calm.

Pupils have positive attitudes towards learning. The school provides interesting learning activities that help pupils to learn effectively. For example, children in early years learn to balance by using stilts or building with toy bricks. Children enthusiastically explore speed by checking how fast toy cars travel down a piece of guttering.

The personal development curriculum is designed well to promote pupils' personal, social and health education. Pupils learn about different cultures and beliefs. They understand liberty and the rule of law. Pupils gain a secure understanding of finance and budgeting when they sell products at 'The Enterprise Fair'. In addition, pupils understand how to be active and respectful citizens. They enjoy raising funds for charity.

Staff value the professional development the school provides and appreciate consideration of their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Assessment does not consistently identify what pupils already know and can do. When this is the case, pupils do not build on prior learning or gain the knowledge they need for what comes next. The school must refine assessment, so that it is

better used to adapt learning to ensure that pupils are well supported to know and remember more.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	109260
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10297879
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	322
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Michele Tayler
<b>Headteacher</b>	Angela Bennett and Tom Simmons (Co-headteachers)
<b>Website</b>	<a href="http://www.stjohnscatholicprimary.org.uk">www.stjohnscatholicprimary.org.uk</a>
<b>Date of previous inspection</b>	6 March 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is in the Diocese of Clifton. The school received its most recent section 48 inspection for schools of a religious character in July 2019, when this aspect of the school's work was graded outstanding.
- The school does not use any alternative providers.

## Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held several meetings with the co-headteachers. They also met with the deputy headteacher, the special educational needs coordinator and the early years leader.
- The lead inspector held a meeting with a group of governors. They also had a phone conversation with a representative from the local authority.
- Inspectors carried out deep dives in early reading, mathematics, history and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and at various other times of the day, including their arrival at school and at breaktime and lunchtime.
- Inspectors spoke to pupils, staff and parents to gather their views. They reviewed 103 responses to the online survey, Ofsted Parent View, along with free-text comments. They also reviewed the school's most recent parent questionnaire. Inspectors took account of responses to Ofsted's staff survey.

### **Inspection team**

Catherine Beeks, lead inspector	Ofsted Inspector
Lizzy Meadows	Ofsted Inspector
Peter Overton	Ofsted Inspector

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