

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

Dawson Lane, Bierley, Bradford, West Yorkshire BD4 6JF

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Inspection dates: 21 to 22 November 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Andrew Knight. This school is part of the Bradford Diocesan Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Carol Dewhurst OBE, and overseen by a board of trustees, chaired by Theresa Mason.

Ofsted has not previously inspected St John's C of E Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged St John's C of E Primary School to be outstanding before the school converted to academy status.

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

This is an outstanding school. It is a beacon of light within the community. Pupils receive an exceptional education. They benefit from remarkable pastoral care. All staff share the same sense of moral purpose. Staff strive for all pupils to 'believe and succeed'.

The school has extraordinarily high expectations of pupils. Teachers are exceptional role models. They exhibit the behaviours that they wish pupils to emulate. Pupils know how to conduct themselves. Their behaviour is exemplary. Bullying is rare.

Pupil absence is low. The most vulnerable pupils are rarely absent from school. Staff take highly considered action to ensure that pupils are in school and safe. Attendance systems are exemplary. The school provides considerable support for many of its families. School staff are trusted to help families in times of great need. This care helps pupils to attend school and benefit from the learning and support on offer.

The approach to pupils' wider development is remarkable. Wider opportunities are carefully planned to enrich pupils' interests and experience. The school is acutely aware of the needs of the pupils. Staff go to extraordinary lengths to address inequalities. They expand pupils' horizons and enrich their cultural capital.

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

The curriculum is ambitious. It is expertly designed. Learning is systematically and skilfully sequenced to ensure that pupils know and remember more of the subjects that they study. Pupils know that their teachers expect a lot from them. They live up to these high expectations.

The curriculum is consistently and precisely implemented. In lessons, teachers are absolutely clear about the knowledge they want pupils to learn. Staff present information clearly. Expert checks are undertaken to ensure that pupils acquire the intended learning. Pupils speak with authority about what they know and can do.

The school ensures that pupils learn within an exceptional environment. Creativity and success are evident everywhere. Pupils appreciate the high-quality resources they access. They treat them with care. Everyone in school models high expectations.

Staff are highly skilled. All staff receive high-quality professional development. They constantly reflect on their skills to develop and improve. They use the most current research to inform their practice. Many staff share their expertise with other schools within the trust.

The needs of pupils with special educational needs and/or disabilities (SEND) are quickly identified. Urgent action is taken to address need. Creative solutions are

found to keep pupils safe and to promote their independence to learn and to achieve. Pupils with SEND thrive in this school.

The teaching of reading is an extremely high priority. Pupils quickly learn to read with accuracy and fluency. They begin to learn to read as soon as they enter the school. The curriculum is carefully structured and well taught. Checks on learning are extremely thorough.

Pupils have many opportunities to develop the love of reading. High-quality books are everywhere. Pupils routinely access a range of texts that introduce them to different authors and genre. They visit the library, reading corners, the reading garage and reflection area. Pupils review books and offer recommendations to others. The librarians are role models. They are passionate reading advocates with a mission to help their peers love reading as much as they do.

Children are given an outstanding start to their education within the early years. Adults provide extraordinary support. Children understand routines. They are supported to behave well. They are engrossed in their learning. They are extremely well prepared for Year 1.

Pupils are systematically taught how to keep healthy and safe. The 'child friendly' safeguarding policy is implemented and understood. Pupils have a deep understanding of protected characteristics and fairness. They take responsibility for each other. They are school counsellors, technicians, ambassadors, monitors and lifesavers. Pupils are a credit to their school and their community.

The trust has provided effective governance and support.

The school has a clear vision. This is based on Christian values which are quietly and humbly lived through a common sense of duty and service. These values shape actions. Morale is extremely high. Staff feel valued. They rightly describe the school as a place of 'ambition, nourishment and love'.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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 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

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| <b>Unique reference number</b>             | 145220   |
| <b>Local authority</b>                     | Bradford   |
| <b>Inspection number</b>                   | 10255643   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Academy converter  |
| <b>Age range of pupils</b>                 | 3 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 445  |
| <b>Appropriate authority</b>               | Board of trustees  |
| <b>Chair of trust</b>                      | Theresa Mason  |
| <b>CEO of the trust</b>                    | Carol Dewhurst OBE   |
| <b>Headteacher</b>                         | Andrew Knight  |
| <b>Website</b>                             | <a href="http://www.stjohnscephprimary.co.uk">www.stjohnscephprimary.co.uk</a> |
| <b>Date of previous inspection</b>         | Not previously inspected   |

## Information about this school

- The school received a SIAMS inspection in May 2022.
- The school does not use alternative provision for any of its pupils.

## 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 received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.

- The inspectors met with the headteacher to discuss their evaluation of the quality of education. The lead inspector met with members of the local governing body. She spoke with trustees.
- The lead inspector met with the chief executive officer of the Bradford Diocesan Academies Trust. She spoke with the primary director.
- Inspectors carried out deep dives in reading, mathematics, physical education and geography. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work. Inspectors heard pupils read.
- Inspectors also met with the subject leaders of history and music. They met with subject leaders, reviewed the curriculum plans for these subjects and looked at samples of pupils' work.
- Inspectors met with the early years leader. They reviewed the early years provision, including the Nursery.
- Inspectors observed pupils during the school day as they moved around the school. They observed lunchtime and playtime, breakfast and after-school clubs. They spoke to groups of pupils.
- To evaluate the effectiveness of safeguarding, 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.
- The views of parents and staff were considered.

### **Inspection team**

|                              |                         |
|------------------------------|-------------------------|
| Jayne Ashman, lead inspector | His Majesty's Inspector |
| David Carter                 | His Majesty's Inspector |
| Stephen McMullan             | Ofsted Inspector        |

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