

Inspection of St John's Primary School

Victoria Road, Knaphill, Woking, Surrey GU21 2AS

Inspection dates: 6 and 7 February 2024

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

The headteacher of this school is Ellen Rintilla. This school is part of Bright Futures Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gill Kozlowski, and overseen by a board of trustees, chaired by Helen Smith.

What is it like to attend this school?

Pupils are happy and safe at this nurturing and improving school. Pupils experience a good quality of education at all stages. This starts in the early years foundation stage (EYFS). In these classes, dedicated and caring staff enable the youngest children to explore carefully chosen activities. Across the school, pupils now learn a curriculum that builds their knowledge well. This better quality of teaching and learning also means pupils are engaged in their learning.

Pupils appreciate the range of extra opportunities the school provides. A range of clubs are available to them to develop their interests. The trips and visitors that staff organise enhance the curriculum well and give pupils new experiences. For example, pupils learn more about Shakespeare through interactive drama workshops. They are also proud of the contributions they make to local art exhibitions.

Pupils show the school's values daily, which include kindness, courage and responsibility. Learning is rarely interrupted by the behaviour of others. Pupils welcome new classmates and aim to make everyone feel included. Pupils treat each other as equals regardless of any differences in their backgrounds. This creates a friendly, calm and purposeful atmosphere at the school.

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

The school is ambitious and aims to ensure that all pupils receive a great start to their education. The school has developed its curriculum well in recent years. Pupils now learn valuable knowledge, skills and vocabulary in a clear sequence in all subjects. This means that pupils now know and remember more of the curriculum.

The school ensures pupils have exposure to a range of high-quality texts. Teachers use these to develop pupils' love of reading and reading comprehension. The school has been tenacious to ensure that the teaching of early reading is of high quality. As a result, all staff have received appropriate training to deliver phonics lessons with precision. Accurate checking processes enable staff to identify pupils swiftly if they start to fall behind in phonics. While the school provides additional support for these pupils, it is not fully effective. This means that these pupils do not catch up in reading as quickly as they could.

Although the new curriculum in other subjects is still embedding, it has developed considerably since the last inspection. Overall, the school has ensured that staff know how to teach all subjects well. Occasionally, however, teachers do not ensure that all pupils' needs are consistently met. Sometimes this means that some pupils are not challenged enough. Also, at times staff do not adapt the learning effectively enough for pupils with special educational needs and/or disabilities (SEND). This means some pupils do not achieve as much as they could.

Pupils show good manners and calm behaviour throughout the school. Pupils engage well and are inquisitive in their learning. For example, during the inspection,

children in the Nursery demonstrated a gentle curiosity to worms that were wriggling in a container. Older pupils speak and listen well when discussing in groups. They take any responsibility given to them seriously. The school council, 'sports crew' and house captains help bring a sense of unity among the pupils. When times are trickier, pupils are thankful for the strong pastoral support they receive if they need it. This helps to give them courage to overcome any difficulties.

Pupils' personal development is strong. They grow to become sensible, mature pupils ready for secondary school. This is because staff regularly teach pupils about the school's values and model them effectively. Pupils have a strong knowledge of different religions. They understand how important it is to respect different cultures and beliefs. The school delights in celebrating the success of its pupils, either by awarding certificates or house points.

All those responsible for the school's governance fulfil their responsibilities diligently. Governors and trustees recognise the efforts that staff have made to improve the school's effectiveness. In return, they ensure all staff continue to develop professionally. Parents appreciate the cohesive effort by all involved to make the school even better. For example, one parent commented, 'My children are very happy at the school and the teaching staff seem to go above and beyond. There's such a close community feel where it's clear the children are treated almost like a family.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all pupils' needs are met consistently well because the new curriculum for some subjects is still embedding. At times, teachers do not challenge pupils enough or adapt learning effectively, including for some pupils with SEND. The school should ensure that the impact of the curriculum means that all pupils achieve as well as they can.
- Pupils who need extra support in early reading are not always given the additional help that they require. This means some pupils do not catch up as swiftly as they could. The school should make sure that pupils' needs are met consistently well when learning to read.

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

Unique reference number	140339
Local authority	Surrey
Inspection number	10296394
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	Board of trustees
Chair of trust	Helen Smith
Headteacher	Ellen Rinttila
Website	www.stjohnsknaphill.co.uk
Date(s) of previous inspection	6 and 7 October 2021, under section 5 of the Education Act 2005

Information about this school

- This school contains a nursery provision for children from two years old.
- This school belongs to the Bright Futures Learning Trust.
- The school does not currently use any alternative provision.

Information about this inspection

The inspector(s) 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 second routine inspection the school has 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 carried out deep dives in these subjects: early reading, mathematics geography and religious education (RE). 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 met with the headteacher and other leaders within the school. The lead inspector also met with the chief executive officer for the trust, members of the board of trustees, members of the local governing board, including the chair, and an external education representative.
- 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.
- The inspectors reviewed a range of the school's documentation including self-evaluation reports, minutes of board of trustee meetings, minutes of local governing body meetings and behaviour incident logs.
- The inspectors considered the views of parents shared through Ofsted Parent View and inspectors also spoke with parents.
- The views of staff were gathered through interviews and discussions conducted throughout the inspection, as well as the staff survey.
- Inspectors gathered pupils' views throughout the inspection, including through the pupil survey, classroom visits, group discussions as well as at playtimes and lunchtime.

Inspection team

Chris Parker, lead inspector

His Majesty's Inspector

Becky Greenhalgh

Ofsted Inspector

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