

Inspection of a good school: St John's CofE Primary School

Daisy Bank Avenue, Swinton, Manchester M27 5FU

Inspection dates:

13 and 14 February 2024

Outcome

St John's CofE Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy being part of this caring and welcoming school. They realise the school's vision each day, which is to 'belong, believe, achieve'. Pupils described school like being part of a family.

The school has established clear expectations for the behaviour of pupils, including for children in the early years. Pupils are polite and respectful towards each other and to staff. They enjoy playtimes with their friends.

Pupils take pride in their learning and, typically, rise to the school's high expectations for their achievement. They are especially proud of their work in history, as they have a passion for learning about their locality. Pupils told inspectors that they strive to do well at school and that learning will help them to be successful in the future. The school supports pupils, including those with special educational needs and/or disabilities (SEND), to achieve well across the curriculum.

Pupils benefit from a wide range of enrichment experiences such as sports activities, creative club and choir. Pupils have ample opportunities to develop their leadership skills and to learn how to work as part of a team. They thrive through numerous roles that give them the chance to make a positive difference to school life. For example, learning councillors have a clear plan to provide pupils with the best possible learning environments.

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

Pupils, including those with SEND, benefit from an ambitious curriculum that is meaningful and interesting to them. Starting from the early years, the school has carefully considered what pupils should learn. As pupils get older, subject curriculums are suitably designed to build on pupils' previous knowledge.

Teachers typically present information clearly and select appropriate activities that help pupils to consolidate their learning. Most teachers routinely check that pupils are securing the knowledge that they require for subsequent learning. Teachers quickly identify and remedy any gaps in pupils' knowledge as they arise. Nevertheless, from time to time, there are inconsistencies in how some staff deliver the curriculum. This means that some pupils do not develop the depth of understanding that they could.

The school has placed reading at the centre of the curriculum. Children learn about letters and the sounds that they represent as soon as they begin in the Reception class. Pupils practise their reading using books that are carefully matched to the sounds that they already know. Staff routinely check that pupils are keeping up with the phonics programme. If pupils struggle with reading, skilled staff provide effective support to help them to catch up quickly.

The school fosters pupils' reading for enjoyment. Staff throughout school inspire pupils to choose from a wide range of books to read. Their love of exploring different authors after sharing a class novel with their teacher is contagious. The school buddies some pupils up to share books. This has had a positive impact on building pupils' confidence and their love of reading.

The school successfully involves parents and carers in their children's education. For instance, parents appreciate the sessions that they can attend such as a recent reading workshop. These informative opportunities support parents to help their children's learning at home.

The school ensures that staff are equipped to identify the additional needs of pupils with SEND swiftly. Staff use a range of suitable strategies to support these pupils effectively. This enables pupils with SEND to learn successfully.

From the beginning of the early years, children learn well-established routines. This helps them to settle into school life quickly. Pupils are mature and work sensibly alongside their friends. They are motivated to learn and engage enthusiastically during lessons. Pupils talked positively about how the school's focus on 'the learning pit' has taught them to be resilient. They confidently tackle new challenges. The 'bubble room' provides a safe place for children who benefit from well-tailored nurture support.

Pupils understand the importance of attending school each day. When attendance is at risk of becoming low, the school works in partnership with external professionals and with families. As a result, pupils' levels of attendance show positive improvement.

The school ensures that pupils are well prepared for life in modern Britain. Pupils value diversity and they celebrate the many differences that people have. They are tolerant of opinions that differ from their own. Pupils are clear on the importance of democracy.

Governors carry out a range of activities to assure themselves that the school's systems are working well. This has helped them to ensure that the quality of education continually improves. When making decisions, the governing body and the school consider the impact

on staff's workload. Most staff are proud to be part of the St John's team. They said that the new approach to marking means that the feedback they give to pupils is more effective.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, there are inconsistencies in how the curriculum is delivered. As a result, some pupils' learning is not as secure as it could be. The school should support teachers to deliver the curriculum consistently well.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2014.

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 [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	105929
Local authority	Salford
Inspection number	10313976
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	395
Appropriate authority	The governing body
Chair of governing body	Matt Vickers
Headteacher	Sarah Rubin
Website	www.stjohnscofe.co.uk
Date of previous inspection	8 November 2018, under section 8 of the Education Act 2005

Information about this school

- This Church of England school is part of the Diocese of Manchester. The last section 48 inspection, for schools of a religious character, took place in May 2017. The school's next section 48 inspection is due before July 2025.
- The school does not use any alternative provision for pupils.

Information about this inspection

- 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. The 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 early reading, mathematics and art and design. They met with subject leaders and teachers. Inspectors visited lessons, looked at examples of pupils' work and talked with groups of pupils about their learning. The lead inspector observed pupils from Years 1 to 3 read to a familiar adult.

- Inspectors considered the curriculum in other subjects. They met with leaders, spoke with pupils and reviewed pupils' work in these subjects.
- The lead inspector spoke with members of the governing board, including the chair of governors. She also spoke with representatives of the local authority and of the diocese.
- Inspectors spoke with staff about their workload and well-being. They also took account of the responses to Ofsted's online survey for staff.
- Inspectors met with leaders who are responsible for attendance, behaviour and pupils' personal development.
- Inspectors looked at a range of policies and documentation relating to pupils' welfare and education. They observed pupils' behaviour during lessons and around school.
- 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 met with parents at the start of the school day. They took account of the responses to Ofsted Parent View, including the free-text comments.
- Inspectors spoke with groups of pupils about their experiences at school. They considered the responses to Ofsted's online survey for pupils.

Inspection team

Helen Friend, lead inspector

His Majesty's Inspector

David Robinson

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024