

Inspection of Knaresborough St John's Church of England Primary School

Stockwell Road, Knaresborough, North Yorkshire HG5 0JN

Inspection dates: 27 and 28 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Alex Hope. This school is part of Elevate Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Nigel Ashley, and overseen by a board of trustees, chaired by John Brear.

What is it like to attend this school?

Knaresborough St John's C of E Primary School is welcoming and caring. Pupils say they feel safe. They enjoy learning, making friends and exploring diverse activities like cookery club, drum workshops and football practice.

Relationships between pupils and adults are strong. Respect is at the very heart of this school and individuality is celebrated. Pupils say that bullying is rare, and they know that staff will deal with it quickly if it does happen. Pupils say that one of the best things about their school is how kind staff are.

Leaders at all levels are passionate about their school and have high expectations. Their goal is for students to flourish in all areas. This includes academically, spiritually and by becoming active in the local community. Leaders ensure pupils study a broad and ambitious curriculum. Behaviour in lessons is good. Pupils try hard and listen well.

The school places very high value on pupils' personal development. Wider opportunities for pupils include regular visits such as Knaresborough Castle and Yorkshire Sculpture Park. Pupils understand how to stay safe online and in the wider world. They know how to keep themselves healthy, both physically and mentally.

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

The school promotes a love of reading. Pupils talk about their favourite authors and books with much enthusiasm. The phonics programme begins as soon as children start in Reception. Staff are trained well in how to teach phonics. Teachers ensure that the books pupils read align with the sounds that they have been taught. Pupils become fluent and accurate readers. Any pupil who falls behind in their reading receives effective support to catch up quickly.

There is a strong curriculum in place in most subjects. Leaders have clearly set out the knowledge and vocabulary that they want pupils to know. In subjects such as mathematics and computing, there are clear and consistent structures in place. These ensure that pupils revisit previous learning, are clearly shown new learning and then given lots of opportunities to put it into practice. The school is still refining curriculum plans in some subjects such as history. This newly introduced curriculum will take time to embed and for pupils to demonstrate their depth and breadth of knowledge as they begin to make links across important themes.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) quickly and accurately. Staff use this information to set clear targets and provide resources to support pupils with SEND. The school is ambitious for pupils with SEND to achieve well. Staff ensure that pupils with SEND are fully included in lessons.

The early years curriculum is exceptionally well thought out. Staff know what children need to learn. Stories and rhymes bring vocabulary to life. Routines are embedded, and expectations for all children are high. Children demonstrate concentration, problem-solving and collaboration as they work together. For example, a group of children role playing tigers constructed a detailed plan to capture an elephant for food. Children achieve well by the end of the Reception Year.

Pupils know what is expected of their behaviour and conduct. The behaviour policy outlines expectations clearly, and children behave very well in lessons. Where a minority of pupils struggle with their behaviour due to additional needs, support strategies are put in place. A lack of clarity and consistency at unstructured times has led to a small number of older pupils behaving below the level they demonstrate in class.

Pupils' attendance at the school is high. The school works very closely with families to ensure that this is the case.

There is great emphasis on developing pupils' learning beyond the academic curriculum. Pupils' personal development is woven effectively through school life. Pupils learn to be tolerant and respectful towards others. They understand the importance of equality. Pupils make an active contribution to the community, for example litter picking, fundraising and writing letters to MPs. Pupils learn about risks they may face in the locality such as the nearby river and railway.

Governors know the school well. There is clear oversight from the trust. The trust provides many opportunities for staff development. Staff are proud to be a part of the school community. They appreciate initiatives to reduce workload. Parents speak highly of the school and the education their children receive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Behaviour during unstructured times does not always meet the same high standard as inside the classroom. Staff members' expectations of behaviour at these times are inconsistent. As a result, a small number of older pupils demonstrate behaviour that falls below that expected by leaders. The school should ensure consistent expectations of behaviour throughout the school day.

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	147097
Local authority	North Yorkshire
Inspection number	10297467
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	314
Appropriate authority	Board of trustees
Chair of trust	John Brear
CEO of the trust	Nigel Ashley
Headteacher	Alex Hope
Website	www.ksjprimaryschool.org
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of Elevate Multi Academy Trust.
- The school provides a breakfast club and after-school childcare.
- 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.

- 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 the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other school leaders.

- Inspectors met with a representative from the multi-academy trust, a member of the trust board, a representative from the Diocese of Leeds and members of the governing body.
- Inspectors carried out deep dives in early reading, mathematics, computing and history. 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.
- Inspectors listened to pupils reading to a familiar adult.
- Inspectors observed pupils' behaviour in lessons, around the school and at playtime and lunchtime.
- Inspectors spoke with pupils about their views of the school and their learning, behaviour and safety.
- 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 considered responses to Ofsted's online surveys for staff and pupils and responses to Ofsted's online survey for parents and carers, Ofsted Parent View, including comments received via the free-text facility. Inspectors also talked to parents in the school playground.

Inspection team

Tracy Duffy, lead inspector	His Majesty's Inspector
Angela Spencer-Brooke	Ofsted Inspector
Suzette Garland-Grimes	Ofsted Inspector

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