

Inspection of St John's Church of England Voluntary Controlled Primary School

Boothroyd Lane, St John's C E Primary School, Boothroyd Lane, Dewsbury, West Yorkshire
WF13 2LP

Inspection dates:	24 and 25 September 2024
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

What is it like to attend this school?

This is a nurturing and welcoming place to learn. The approach of the staff and positive attitudes of the pupils reflect the Christian ethos of the school. Pupils glow with pride when they talk about what makes their school a happy place to be. Pupils are thoughtful and kind. Excellent relationships with teachers ensure that pupils feel safe. Pupils arrive with a smile, ready to learn and enjoy their day.

The school is highly ambitious for every pupil. Pupils thrive and learn with enthusiasm as they study the well-planned curriculum. They concentrate and work hard in lessons. Pupils love to read and enjoy many opportunities to do so. In the early years, pupils benefit from high expectations and well-established routines. They experience exciting days of learning and discovery.

Pupils are unfailingly polite and respectful. Their behaviour is exemplary. There is a calm and positive atmosphere in school. Pupils are confident and independent. Pupils are proud of their many leadership roles and how they help the school to improve.

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

Teachers use the detailed and sequenced curriculum effectively so learning flows from Reception to upper key stage 2. In lessons, pupils revisit prior learning to help them remember important knowledge. Pupils talk confidently about their learning. For example, they discuss in detail their knowledge of Ancient Greece and the Anglo-Saxons. In some lessons, teachers' checks are not used consistently to ensure that all pupils effectively apply what they know to the task in hand. This means that some pupils do not practise skills and embed knowledge as well as they should.

There is a rigorous approach to teaching phonics. Staff are well trained and highly skilled. Teaching and the identification of what sounds pupils know is precise. Pupils learn sounds quickly. They are confident when they use their knowledge to read books matched to the sounds that they are learning. Interventions are delivered with expertise so that pupils can keep up.

Older pupils love to read. They recognise that reading is a skill for life. Pupils confidently use punctuation to enhance their expression when reading. They enjoy being read to by adults and value the wide range of books available to them.

The needs of pupils with special educational needs and/or disabilities (SEND) are well met. Every child is seen as unique in this highly inclusive school. Barriers to learning are reduced or removed. Pupils with SEND have clear support plans to ensure that their targets are known by staff. As a result, teachers and teaching assistants make thoughtful adaptations so that learning is successful.

In Reception, a carefully planned curriculum ensures that children learn well. Children benefit from excellent relationships with adults. They quickly become confident and

excited learners. There is a sharp focus on developing children's communication and language. Each interaction with an adult has a purpose so that children learn from every activity. Effective personal, social and emotional development ensures that children in Reception are well prepared for key stage 1.

There is a strong sense of purpose around the school. Pupils manage their behaviour well. This is because they understand what excellent behaviour is. The school works hard to improve attendance. However, the number of pupils who are persistently absent is high. This means that these pupils miss out on learning and their progress slows down.

Personal development is rooted in the culture of the school. Pupils learn about being safe and the importance of values like democracy. Pupils model tolerance and respect and are taught to take responsibility. Enrichment activities help pupils experience the world beyond the school. For example, pupils take part in the Carry My Story project, where pupils learn about the experiences of a refugee. Pupils also have access to a wide range of clubs and activities. Pupils talk with confidence about different faiths and cultures but are less confident talking about the different characteristics of people living in modern, diverse Britain.

Since the last inspection, leaders and governors have ensured rapid and significant improvement in all areas of the school's offer. Staff value the support that they receive. They appreciate that their well-being and workload are well considered by leaders. Parents are overwhelmingly positive about the school. One parent said, reflecting the views of many, 'It's wonderful to know that my child is in an environment where her growth and happiness are truly a priority.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The number of pupils who do not attend school regularly is high. These pupils are unable to fully access school life, and lose out on learning. The school must accelerate its work to improve attendance, working with families and outside agencies where necessary, so that pupils' attendance improves.
- The use of teachers' checks in lessons is not consistently effective in all subjects. As a result, teachers do not always ensure that pupils apply what they know accurately and practise skills effectively. The school needs to ensure that teachers' checks are used consistently across all subjects, and in each lesson, so that every pupil applies their skills and knowledge accurately.

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	107701
Local authority	Kirklees
Inspection number	10346194
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 10
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair of governing body	Vicki Nordoff
Headteacher	Aidan Blackburn
Website	www.stjohnsdewsbury.co.uk
Dates of previous inspection	12 and 13 July 2022, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, the school has converted from an infant school to a primary school. Classes currently go up to Year 5.
- This is a Church of England Primary School. Its last section 48 inspection took place in January 2017.
- The school does not make use of any alternative provision.
- The school has a breakfast and an after-school club.
- The school is an associate (partner) school of the Learning Accord Multi-Academy Trust.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other staff.
- The lead inspector met with representatives of the board of governors, a representative of the local authority, the diocese education adviser and the chief executive officer of Learning Accord Multi-Academy Trust.
- Inspectors met with the leader for behaviour and attendance, the leader for pupil premium, the leader for personal, social and health education and the special educational needs coordinator.
- Inspectors carried out deep dives in the following subjects: early reading and phonics, mathematics, history and art. For each deep dive, inspectors met with subject leaders, looked at curriculum planning, conducted joint lesson visits with leaders, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at planning for all other curriculum areas and looked at samples of pupils' work in writing, geography and science.
- Inspectors met with the leader for the early years and carried out lesson visits to the Reception class.
- Inspectors observed pupils' behaviour in classrooms, around school and at playtime and lunchtime.
- Inspectors met with pupils to talk about behaviour and personal development.
- 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 questionnaire for staff and pupils, and Ofsted's online survey for parents, Ofsted Parent View. These included comments received via the free-text facility. Inspectors also talked to some parents at the start of the school day.

Inspection team

Chris Jennings, lead inspector

Ofsted Inspector

Helen Hussey

Ofsted Inspector

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