

Inspection of a school judged good for overall effectiveness before September 2024: St John the Evangelist Catholic Primary School

Beacon Road, Bradford, West Yorkshire BD6 3DQ

Inspection dates:

4 and 5 February 2025

Outcome

St John the Evangelist Catholic Primary School has taken effective action to maintain the standards identified at the previous inspection.

The executive headteacher of this school is Ben Lavin. This school is part of Blessed Christopher Wharton Catholic 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 (CEO), Christopher James Hanson, and overseen by a board of trustees, chaired by Sarah Martin.

What is it like to attend this school?

Pupils are happy and enjoy their learning. The school's virtues are at the heart of this community. Pupils talk confidently about how they 'follow in the footsteps of Jesus'. Pupils are kind and show care towards each other. They feel safe and know how to stay safe, whether online or in the local community.

The school sets high expectations for pupils. They behave and achieve well. They leave this school ready for the next stage of their education. Pupils are proud to earn achievement points for good behaviour and want to be the 'star of the week'. Relationships between staff and pupils are strong. Staff are keen to join in playtime games. They make sure there is always something to do.

Pupils are encouraged to contribute to the life of the school. For example, 'Mini Vinnies' help raise money for local charities. Through the school's buddy system, older pupils develop a sense of responsibility. They support younger pupils at playtimes. This helps children in the Reception Year build relationships and feel part of the school.

The school provides many opportunities to enhance and enrich learning through trips and visits. Older pupils enjoyed their recent visitor, who talked about ways of saving money. They enjoy clubs such as gymnastics and choir.

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

The school's curriculum is ambitious and well thought through. It clearly defines what pupils should learn from Reception to the end of Year 6. Staff are well trained to deliver the curriculum effectively. The consistent way in which key knowledge is shared with pupils makes it easier for them to remember what they are learning in a variety of subjects. This includes, where required, making careful adaptations so that pupils with special educational needs and/or disabilities (SEND) can learn alongside their peers. For example, in Year 3, pupils were independently using their books to retrieve key information from the current topic on rocks.

Reading is prioritised across the school. Pupils access a wide variety of high-quality books. They enjoy their visits to the school library. Staff use stories to enhance the curriculum. Children start learning phonics straight away in Reception. As a result, most pupils become fluent readers in key stage 1. Any pupils who need to catch up are identified quickly. They are provided with the support they need to help them improve their reading.

Teachers have secure subject knowledge. Staff break down learning into small, precise steps. For example, in Year 4, pupils were using a mirror to find their canine teeth, before moving on to incisors. Staff reshape learning so that pupils achieve success. They make pupils think about their learning. Staff check that pupils know and remember the content of the school's curriculum. Pupils who are at the early stages of writing do not receive sufficient practice to master the basics, such as letter formation and handwriting. As a result, pupils struggle to write the sounds they have been taught in phonics. The school has rightly identified this as an area for development.

Since the last inspection, the number of pupils with SEND has increased dramatically. Pupils' needs are identified quickly and accurately. Pupils with SEND are fully integrated into school life. They get involved in the wider curriculum offer.

Children in the early years settle into school quickly. Staff teach children the routines that they need to prepare them for future learning. Children enjoy playing and learning together. Staff help children to develop their understanding across topics. For example, children used mathematical language accurately when they looked at different ways of making the number 4 when in the outdoor environment.

Pupils display positive attitudes to school. Learning is rarely disrupted. Pupils understand the school's behaviour and attendance expectations. The school meticulously checks pupils' attendance. Many pupils attend well. The school is regularly above national and local attendance averages.

Pupils learn how to maintain their physical and mental health. They learn how to regulate their feelings and emotions. Pupils value others from different faiths and cultures. They

particularly enjoy learning about different religious events. Pupils know about democracy. They vote for school councillors and fundamental British values ambassadors annually. The school provides lots of opportunities to develop responsibility, both in school and within the local community.

The trust and governors understand their statutory responsibilities. They know the school well and check on improvements. They hold leaders to account for the quality of the education they provide. Staff appreciate the training and support they receive. They say leaders are considerate of their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is variability in how handwriting is taught across the school. Staff do not have high-enough expectations for handwriting and presentation of work. As a result, some pupils do not learn to form their letters accurately or join their letters. The school should ensure that teachers consistently have high expectations for handwriting and presentation in all subjects and classes.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in November 2012.

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	142945
Local authority	Bradford
Inspection number	10346589
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	194
Appropriate authority	Board of trustees
Chair of trust	Sarah Martin
CEO of the trust	Christopher James Hanson
Headteacher	Ben Lavin (Executive Headteacher) Caroline Ramsden (Head of School)
Website	www.sje.bcwcatholic.co.uk
Date of previous inspection	11 June 2019, under section 8 of the Education Act 2005

Information about this school

- The school is one of 19 schools in the Blessed Christopher Wharton Catholic Academy Trust.
- The school is a Roman Catholic primary school within the Diocese of Leeds. The school's previous section 48 inspection took place in November 2017. The school anticipates that the next section 48 inspection will take place in this academic year.
- A new head of school has taken up post since the last inspection.
- The school does not make use of alternative education provision.
- The school runs a breakfast and after-school club for pupils.

Information about this inspection

- Inspections are a point-in-time evaluation 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 inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the CEO of the trust, the chair of trustees, three directors, the chair of the local academy council and the trust director of education.
- The inspector held a telephone call with the director of education from the Diocese of Leeds.
- The inspector visited a sample of lessons, spoke to pupils about their learning and looked at samples of work.
- The inspector considered the responses to Ofsted’s online survey, Ofsted Parent View. The inspector also spoke with parents in the school’s playground.
- To evaluate the effectiveness of safeguarding, the inspector: 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.

Inspection team

Ian Clennan, lead inspector

Ofsted Inspector

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