

Inspection of St John's C of E Academy

Bowens Hill Road, Coleford, Gloucestershire GL16 8DU

Inspection dates: 19 and 20 January 2022

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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Leaders have high expectations of pupils' conduct. These are reflected in pupils' calm behaviour in classrooms, around the school and on the playground. Pupils are polite and well-mannered. They enjoy their time at school. They make friends and learn happily together.

Pupils are well cared for and safe. They know that if they have any worries, staff will listen and help them. Pupils say that there is no bullying but that occasionally they fall out with each other. When this happens, they appreciate the way staff help them to resolve their differences.

Pupils enjoy trips and visits in the local area. They speak enthusiastically about taking part, for example, in a recent archaeological dig.

Leaders promote Christian values and practice. They give pupils time and space for prayer, reflection and praise.

Staff encourage pupils to join in and try hard. Many pupils share their ideas readily. They are keen to participate in discussions. Other pupils need more help to express themselves confidently. They are reluctant to talk about their learning or ask for help when they need it.

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

The headteacher has a clear and determined vision for every child in the school to succeed. She has brought about improvements to many aspects of the school's work. She is supported by a cohesive and committed team of staff.

Leaders have designed the curriculum well. Each subject has a clear sequence of learning, beginning in the early years foundation stage. Teachers know what pupils should have learned at each stage. This helps them to address any gaps arising from the interruptions to learning caused by the COVID-19 pandemic.

Teachers use assessment effectively in reading, writing and mathematics. They precisely identify the next steps for pupils. In some other subjects, assessment is not used as well. Teachers do not identify exactly what pupils know and remember. In these subjects, pupils do not build on their existing knowledge as well.

Pupils benefit from a well-designed phonics curriculum. This starts as soon as children join the Reception class. Staff carefully match the books pupils read to the sounds they have learned. Pupils have determined and resilient attitudes towards reading. They know how to break words down into sounds and blend these to help them read.

Leaders make reading a priority across the whole school. Teachers read to pupils every day in 'stop, drop and read' sessions. Pupils have access to books which

capture their interest. Staff encourage pupils and their parents to read together at home.

The curriculum for phonics helps pupils to develop their spelling. However, as pupils complete this part of the curriculum and move on, the teaching of spelling becomes less rigorous. This means that pupils who have previously made strong gains in their spelling do not continue to do so.

Leaders identify and assess pupils with special educational needs and/or disabilities (SEND) accurately. Staff involve parents in planning the support for pupils. This helps the school to meet pupils' needs effectively. As a result, pupils with SEND learn the curriculum well, working confidently alongside their peers.

Pupils work hard in lessons. They listen well to staff and follow instructions. Pupils' learning time is not disrupted by poor behaviour. Leaders encourage pupils to attend school regularly and they do.

Staff are mindful of pupils' well-being. They receive training in supporting pupils' emotional and mental health. Pupils learn how to keep themselves safe and well. They understand the importance of a healthy diet and an active lifestyle. They develop awareness of possible risks, including risks online, and develop knowledge which helps them to make good decisions.

Pupils know what it means to be a responsible citizen. They learn about the principles of democracy by voting for, or being members of, the pupil council. Pupils learn about a range of world cultures and religions. They welcome and are respectful towards people with different backgrounds.

Leaders, including governors and leaders from the trust, support and challenge the staff well. Governors visit school often to check on the impact of plans. Staff report that leaders are considerate of their well-being and work-life balance.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. Staff know that safeguarding is everyone's responsibility. They know how to recognise signs of abuse or neglect. They record their concerns diligently and follow these up. Staff work effectively with other professionals and agencies.

Leaders use the curriculum to teach pupils about healthy relationships. Pupils know what to do and whom to talk to if they experience any harassment or abuse.

Pre-employment checks on adults working within the school are carried out thoroughly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, assessment is not used to identify pupils' misconceptions consistently well. This slows pupils' learning. Leaders should ensure that assessment is used effectively in all subjects.
- For some pupils, the teaching of spelling is not consistently rigorous. This can limit their ability to follow the curriculum. Leaders should raise expectations of the progress pupils can make in their spelling.
- Most pupils communicate confidently. Some pupils, however, are reluctant to articulate their thinking. This limits their development. Leaders should support pupils to communicate confidently and clearly.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145123
Local authority	Gloucestershire
Inspection number	10212171
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	168
Appropriate authority	Board of trustees
Chair of trust	The Venerable Hilary Dawson
Headteacher	Pamela Howell
Website	www.sjacademy.co.uk
Date of previous inspection	17 November 2020, under section 8 of the Education Act 2005

Information about this school

- This is a Church of England academy and is part of the Diocese of Gloucester Academies Trust.
- The school received its last section 48 inspection of church schools in November 2016.
- The school runs a childcare provision, before and after school.
- The school uses no alternative education provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors undertook deep dives in reading, maths, science and history. These included discussions with leaders, visiting lessons, looking at pupils' work, talking with pupils about their understanding and talking to teachers.
- Inspectors met the designated safeguarding lead, checked the single central record of adults working in the school and looked at safeguarding records.
- Inspectors met with two governors, including the chair of the governing body. They also held discussions with representatives of the academy trust.
- Inspectors observed pupils' behaviour in class and at breaktimes.
- Inspectors gathered parents' views by considering responses to Ofsted's online survey, Ofsted Parent View, and by talking with parents before school.
- Inspectors gathered a range of pupils' views by considering the pupil questionnaire, talking with the pupil council and having discussions with pupils.
- Inspectors held discussions with staff and considered responses to the online staff survey.

Inspection team

Martin Greenwood, lead inspector

Ofsted Inspector

Paul Williams

Her 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 2022