

# Inspection of St John the Baptist CofE Primary School

East Avenue, Leicester, Leicestershire LE2 1TE

---

Inspection dates: 21 and 22 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires Improvement

## **What is it like to attend this school?**

Pupils are proud to attend this inclusive, welcoming and diverse school. They comment that 'sometimes we take for granted just how great this school is.'

The school's values of forgiveness, resilience, love, koinonia and compassion permeate throughout the school. Pupils know they are in safe hands.

Pupils behave extremely well in lessons and around school. They understand the school's rules. They believe that they are fair. In some lessons, such as science, pupils comment that they 'Get loud because we are excited, but we are allowed to be bouncy because we are enjoying learning.'

Pupils know what bullying is. They say that bullying is rare. They express great confidence in their teachers to resolve bullying should it occur. There are many ways for pupils to tell adults should someone be mean to them. Pupils particularly appreciate the worry bear and worry box in their classrooms.

Pupils' learning is enriched. The parent and teachers' group fundraise to broaden pupils' experiences. Recently, the circus came to the school grounds. Pupils said, 'Learning is fun and exciting; every day we have a blast!'

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

Pupils enjoy an ambitious, well-structured curriculum in most of the subjects that they study. Knowledge builds appropriately on previous learning. Staff skilfully develop pupils' vocabulary, including in the early years. Pupils recall knowledge confidently. For example, they explained the difference between volcanic magma and lava. They also commented that they need to use language carefully in mathematics, stating, for instance, 'Three dimensional shapes have vertices and not corners.'

The curriculum is not as well developed in a few foundation subjects. The knowledge that pupils need is not identified clearly, and learning is not as well structured. Leaders have prioritised this as an area to improve. They are taking appropriate action to tackle this.

Teachers have strong subject knowledge. They are ambitious for all pupils. They have a clear rationale for the learning activities they select. Learning is expertly adapted, particularly for pupils with special educational needs and/or disabilities (SEND). Appropriate checks take place in lessons to ensure pupils' understanding. Pupils comment that their teachers 'put so much into our education and really care'.

Subject leadership is a strength. Many subject leaders have expert subject knowledge. They show a passion and enthusiasm for the areas they lead. They have benefited from high-quality training and support.

There is a strong ethos and love of reading in the school. Pupils learn to read as soon as they enter the early years. They quickly develop an enjoyment of books, rhymes, poetry and songs. They are rewarded for their reading. They critique books, and they share book recommendations. Pupil librarians speak enthusiastically about the role they play in introducing their peers to new and exciting 'reading adventures'.

The phonics curriculum is sequential and well planned. Teachers receive effective training. The curriculum is consistently delivered. Pupils regularly practise their reading with books that match the letters and sounds they are learning. They receive extra help if they need it. Phonics is particularly well taught in the early years. The environment is language rich. There is a sharp focus on vocabulary from the moment pupils start to learn in Reception. Vocabulary is everywhere, as are books.

Pupils with SEND are well supported. Their needs are quickly identified. Leaders work with families and external agencies to make sure that pupils receive the help they need. Pupils with SEND achieve well in school.

Pupils show kindness and tolerance. They are animated about their own religion and that of others. The curriculum supports their understanding of wider communities, including the experience of refugees. Pupils welcome the opportunities to lead. The school council, eco-warriors and ladies' leadership team are determined. They want to support others, and they want to make a difference.

All pupils experience many wider opportunities. Leaders are working to ensure that all pupils participate in extra activities outside of the school day.

Leadership of the early years is particularly strong. The bespoke curriculum builds precisely on children's starting points. The learning environment is vibrant. It is carefully constructed to promote learning. Many staff ensure that no learning opportunity is missed. Sometimes, however, staff are immersed in play alongside children and do not communicate well enough or check pupils' understanding. This is recognised as a training need.

Parents appreciate the high quality of leadership shown by the headteacher. The school has improved. Teachers comment that they appreciate the professional development they receive. Some staff say that they value the rewards and treats provided by the headteacher in recognition of their work.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils and children in the early years say that they feel safe and happy. They have many people to turn to if they have worries or if they need help.

Leaders ensure that the most vulnerable pupils and their families receive the support they need, including from external agencies. Records are diligently kept. Staff are well trained.

The school's central record of staff meets statutory requirements.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Curriculum planning in a few foundation subjects is not as well developed as in others. It is not as well structured. There is insufficient focus on the knowledge that pupils need to learn. Leaders should continue to ensure that the curriculum is ambitious and well structured. They should ensure that pupils secure the expert knowledge and skills they need across all the subjects studied.

## **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](#)' 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

<b>Unique reference number</b>	120230
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10288411
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	609
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	David Park
<b>Headteacher</b>	Trudie Colotto
<b>Website</b>	<a href="http://www.st-john.leicester.sch.uk">www.st-john.leicester.sch.uk</a>
<b>Date of previous inspection</b>	4 January 2021, under section 8 of the Education Act 2005

## Information about this school

- The school uses one unregistered alternative provision.

## Information about this inspection

The inspectors carried out this graded 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 school leaders and have taken that into account in their evaluation of the school.
- The lead inspector met with the headteacher to discuss leaders' evaluation of the quality of education. She met with the chair and members of the governing body. She spoke with a representative of the local authority by telephone.
- Inspectors carried out deep dives in reading, mathematics, science, physical education and geography. For each deep dive, the inspectors met with subject leaders, looked at the curriculum plans, visited lessons, spoke to teachers, spoke to pupils and looked at samples of pupils' work. They also reviewed curriculum

planning in music, computing, art and modern foreign languages. They spoke with the curriculum leaders with oversight of these subjects.

- Inspectors heard pupils read. They visited the early years provision.
- Inspectors observed pupils during lunch and play time. They spoke to groups of pupils, including the librarians, members of the ladies' leadership team and the school council.
- The lead inspector met with the designated safeguarding leader, and deputies, to discuss the actions taken to keep children safe. She reviewed a range of documents, including the school's single central record of staff. She looked at information about the actions taken to protect the most vulnerable pupils. She reviewed information about pupils' attendance.
- The views of members of staff, pupils and parents were considered. Additionally, the lead inspector spoke with members of staff.

### **Inspection team**

Jayne Ashman, lead inspector	His Majesty's Inspector
Anna Coney	Ofsted Inspector
Caroline Barton	Ofsted 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023