Inspection of Clayton St John CofE Primary School

Bradford Road, Clayton, Bradford, West Yorkshire BD14 6DD

Inspection dates:	14 and 15 January 2025
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

The headteacher of this school is Gemma Emsley. This school is part of Bradford Diocesan Academies 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), Carol Dewhurst, and overseen by a board of trustees, chaired by Tessa Mason.

What is it like to attend this school?

Pupils are well cared for at this nurturing and inclusive school. Staff know the pupils and their families well. Pupils enjoy attending school. They feel safe here. Pupils trust staff to help them with any worries or concerns.

The school has high expectations for the achievement of all pupils. Improvements to the curriculum mean pupils now achieve better than they did at the time of the last inspection.

Pupils conduct themselves well around school. They are considerate and supportive of one another. Pupils display the 'be ready' values of be kind, be safe, be respectful and be your best across the school. Classrooms are calm and purposeful, and pupils engage well with their learning. Children in the Nursery and Reception Years display curiosity, concentration and enjoyment when learning.

Pupils learn how to stay safe online. They know how to stay physically and mentally healthy. Pupils attend a range of extra-curricular clubs, including sports, music, dance and drama. These help them discover and nurture their talents and interests.

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

With support from the trust, the school has made considerable improvements in all areas since the previous inspection. Pupils are now receiving a much better quality of education than at the time of the previous inspection. Published outcomes do not yet fully reflect the improvements to the curriculum.

The school has developed a curriculum that is ambitious for all pupils. The curriculum is well designed and sequenced to ensure pupils' knowledge builds over time. This knowledge is checked regularly to allow teachers to address misconceptions. In some subjects, the delivery of the curriculum is inconsistent. At times, teachers do not select the best activities to deliver the curriculum. When this happens, pupils do not receive sufficient opportunities to deepen their understanding of the curriculum. Their learning is not as secure as it could be.

Reading is a priority across the school. Teachers read carefully chosen texts to their class each day. Pupils speak with enthusiasm about their favourite books. They enjoy reading at the school. Children begin to learn phonics straight away in the Reception class. The school clearly identifies children who are struggling with phonics and puts interventions in place to help them catch up. These pupils catch up with their peers over time.

The school is experiencing an increase in the number of pupils with special educational needs and/or disabilities (SEND). The school's provision for these pupils is a strength. Staff quickly identify their needs and offer effective help to ensure that most pupils with SEND can access the full curriculum. A small number of pupils access a bespoke curriculum in the 'Honey House' and 'Busy Bees' provisions. These provisions are well planned and high quality. Pupils are thriving in both provisions. Pupils with SEND make good progress through the curriculum.

Pupils display positive behaviour at the school. Both pupils and staff understand the behaviour system. Staff apply the system consistently. The school uses suspensions appropriately. Staff provide effective support for pupils who struggle with their behaviour. As a result, rates of suspensions are decreasing. The school uses strong and effective systems to improve attendance. Staff quickly identify pupils with low attendance and provide support for them and their families. As a result, attendance is improving, and rates of persistent absenteeism are reducing.

In the early years, children learn to regulate their emotions. They interact positively with their peers and the adults around them. Routines and systems are quickly embedded. The learning environments are well crafted. Adults support children to make choices about their learning activities. Children are well prepared for Year 1.

The school provides well for pupils' personal development. Pupils learn about fundamental British values and why they are important. They learn age-appropriate relationships education. Pupils take on leadership roles such as the school council, eco-council and worship council. The worship council regularly leads whole school worship assemblies. This helps pupils improve their oracy and presentation skills.

Governors and trustees have strong oversight of the school. A strong programme of staff professional development has contributed positively to the improvements the school has made. Leaders are mindful of staff workload. Staff feel well supported by leaders and enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils do not receive sufficient opportunities to deepen their understanding of the curriculum. As a result, a low number of pupils reach greater depth levels of understanding by the end of key stage 2. The school should further develop opportunities within the curriculum for pupils to work in greater depth.
- In some subjects, the delivery of the curriculum is inconsistent. In these areas, pupils' knowledge is not as secure as it is in other areas of the curriculum. The school should ensure the curriculum is implemented consistently, so pupils learn well across all subjects.

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	145180
Local authority	Bradford
Inspection number	10323099
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	382
Appropriate authority	Board of trustees
Chair of trust	Tessa Mason
CEO of the trust	Carol Dewhurst
Headteacher	Gemma Emsley
Website	www.claytonce.co.uk
Dates of previous inspection	1 and 2 March 2022, under section 5 of the Education Act 2005.

Information about this school

- The school joined the Bradford Diocesan Academies Trust in October 2017.
- This Church of England school is part of the Diocese of Leeds. The last section 48 inspection, for schools of a religious character, took place in 2019.
- The school provides a breakfast and an after-school club for its pupils.
- The school does not use any alternative provision.

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 the school and have taken that into account in their evaluation of the school.
- The lead inspector spoke with the CEO of the trust, members of the trust board, including the chair of the trust, and members of the local governing body, including the chair.
- Inspectors met with the headteacher, senior leaders, other leaders, teachers and the safeguarding and attendance leads.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work.
- To evaluate the effectiveness of safeguarding, 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 observed pupils' behaviour in a range of situations, including in corridors, at social times, at transitions and in lessons. They also spoke to pupils about behaviour and bullying.
- Inspectors spoke with leaders, teachers and pupils about the school's programme of personal development.
- Inspectors considered the views of pupils, parents and carers and staff through discussions and looking at information collected from Ofsted Parent View.

Inspection team

Chris Sergeant, lead inspector	His Majesty's Inspector
Jo Robinson	Ofsted Inspector
Pritiben Patel	Ofsted Inspector

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