

# Inspection of St Johns Church of England Primary School, Clifton

Worrall Road, Clifton, Bristol BS8 2UH

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Inspection dates:	13 and 14 May 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

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

Pupils thrive and feel safe in this warm and inclusive school community. They love coming to school. Staff are proud to be part of the team. Parents and carers are unwavering in their high praise and support for the school. The school motto, 'Together, fly high like an eagle', is deeply embedded in every aspect of school life.

Pupils have a strong thirst for learning. This begins in the Reception Year, where children are curious and inquisitive. Pupils are highly motivated and have positive attitudes to learning. Staff have high expectations of all pupils. The school has a clear and consistent approach to support and promote these high standards. Pupils achieve well. They behave exceptionally well throughout the school. Pupils are polite, kind and courteous towards one another and adults.

The school supports pupils to develop their character and resilience. From Reception Year onwards, children learn to develop a positive mindset that enables them to overcome setbacks in their learning. Pupils benefit from the meticulously planned opportunities to make a positive contribution to the school community. There is a role for everyone, including digital leaders and electrical twins. Sports leaders embrace their responsibility and support their peers during social times.

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

Leaders, together with dedicated governors and the staff team, share a clear and ambitious vision. They are uncompromising in their drive to give pupils a high-quality education. The school has accurately identified key areas for development. Professional development is a high priority. Staff are exceptionally positive about the support they receive to manage their work. As a result, staff morale is high, and all pupils flourish.

The school's curriculum is broad and ambitious. It is carefully designed to ensure that pupils acquire essential knowledge, vocabulary and skills. This begins in the Reception Year, where the curriculum supports pupils to build their knowledge progressively. For example, younger children explore mathematical concepts such as 'more than' and 'less than'. This provides secure foundations as pupils progress through the curriculum and tackle more complex concepts.

The school's 'loops of learning' ensure that pupils revisit knowledge across the curriculum. This supports pupils to consolidate the most important knowledge the school has identified. Teachers use the school's system for checking pupils learning. They use the information from these checks to address misconceptions and inform future curriculum design. However, in a few foundation subjects, this system is not fully embedded. As a result, some pupils have gaps in what they know and remember.

Reading is a magical experience for children in the early years. They enjoy listening to stories and learning about different characters. Older pupils talk enthusiastically about their favourite authors and the diverse books their teachers share with them. Well-trained staff deliver the phonics programme effectively. Regular checks on pupils' learning mean

that staff quickly identify any pupils at risk of falling behind. Pupils receive the support they need to catch up. Books closely match the sounds that pupils are learning. This helps to develop pupils' confidence and fluency.

The school plans opportunities for pupils to apply their phonics knowledge to their writing. This begins in the Reception Year, where there is a strong focus on the basics of writing. Older pupils develop stamina when writing different genres. However, some pupils in key stage 1 who are in the early stages of writing are given tasks they are not ready for. These pupils do not secure the basics of writing before moving on to more complex tasks.

The school has effective systems to identify pupils with special educational needs and/or disabilities (SEND). Staff know pupils well and fully understand their needs. Adaptations to the environment enable disabled pupils to access learning alongside their peers. Additional resources and use of technology support pupils with complex needs effectively. This enables pupils with SEND to succeed.

Pupils are exceptionally respectful of each other across the school. Throughout the school, pupils follow the high expectations and well-established routines. During lessons, pupils listen with interest and are keen to contribute to class discussions. This creates a positive environment where pupils can learn without interruption. During lunchtimes, older pupils look after their younger peers. They ensure that the 'hut' is a quiet space for those who need a less busy lunchtime.

Equality and inclusion are golden threads that run through the school. At the 'Culture Café', pupils celebrate their differences and learn about each other's cultures and faiths. Pupils are well supported in developing their interests and talents. The wide offer of clubs, including comic, eco-club and choir, offers pupils the chance to find something they can excel in. Trips and visitors to school enrich the curriculum. These experiences help pupils to make sense of the world around them.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a few foundation subjects, assessment is not fully embedded. As a result, some pupils have gaps in their knowledge. The school needs to ensure that assessment information is used to inform future curriculum design so pupils build knowledge securely across the curriculum.
- Some pupils in key stage 1 do not secure fundamental knowledge in writing before moving on to more complex tasks. As a result, some pupils have not progressed as well through the writing curriculum as they could. The school should support teachers in designing activities that enable pupils in the early stages of writing to secure the basics before tackling more challenging tasks.

## 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

<b>Unique reference number</b>	109146
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10366167
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	471
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Alice Ballard
<b>Headteacher</b>	Justin Hoyer
<b>Website</b>	<a href="http://www.stjohnsprimary.org.uk">www.stjohnsprimary.org.uk</a>
<b>Dates of previous inspection</b>	19 and 20 March 2015, under section 5 of the Education Act 2005.

## Information about this school

- The school is split across two sites. Reception and key stage 1 is based at Lower Redland Road, Redland, Bristol, BS6 6SU. Key stage 2 pupils are based at Worrall Road, Clifton, Bristol, BS8 2UH.
- The school is designated as having a religious character. It is a Church of England school and is part of the Diocese of Bristol. The most recent section 48 inspection of the school was carried out in December 2019.
- 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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- 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.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtime and breaktimes. In addition, the inspectors met with pupils formally and informally to hear their views.
- Inspectors considered responses to Ofsted's online survey for parents, Ofsted Parent View, including free-text responses. They also looked at responses to Ofsted's online staff and pupil surveys.

## Inspection team

Wendy D'Arcy, lead inspector

His Majesty's Inspector

Ken Buxton

Ofsted Inspector

Teresa Hill

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