

Dodworth St John the Baptist CofE Primary Academy

Address: Barnsley Road, Dodworth, Dodworth St John the Baptist Ce Primary Academy, Barnsley, South Yorkshire, S75 3JS

Unique reference number (URN): 140539

Inspection report: 9 September 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils make steady progress across the curriculum. They can talk accurately about what they have learned in a range of subjects. In lessons, pupils explain their thinking during paired talk, contribute to tasks and engage well with activities.

Pupils, including those with special educational needs and/or disabilities, get off to a good start in reading, writing and mathematics. Pupils' results in the Year 1 phonics screening check and the Year 4 multiplication tables check have improved steadily over time. The school's checks on pupils' learning help to make sure that pupils know and remember more. There is now a much-improved picture for attainment and in the work that pupils produce.

There are small numbers of disadvantaged pupils across the school. These pupils have made considerable progress through the curriculum.

While pupils' attainment in previous years has varied, current pupils' work and progress shows that pupils achieve well across the curriculum. They are well prepared for the next stage of their education.

Attendance and behaviour

Expected standard 

Leaders keep a close eye on attendance. They check attendance records frequently and step in early when attendance falls below their expectations. Leaders work directly with families to understand why pupils miss school. They offer support and make expectations clear to families. The school celebrates and rewards high attendance. As a result of leaders' efforts, persistent absence has fallen sharply across all pupil groups, including for disadvantaged pupils and those with special educational needs and/or disabilities.

Pupils have positive attitudes to learning and behave well. They understand the 'ten great expectations' for behaviour and enjoy being recognised for doing the right thing. Pupils are kind to each other. They know that hurtful language is wrong. Pupils have confidence that staff will sort out any poor behaviour. Suspensions are rare. Leaders use them appropriately when necessary. The school provides helpful support for pupils who need support to manage their emotions. For example, pupils benefit from mentor support and detailed, personalised behaviour plans. Across school, staff share the same approach to behaviour and feel supported by leaders.

Curriculum and teaching

Expected standard 

The school has reorganised the curriculum to suit the recently introduced mixed-age classes. This is working well. Teachers are clear about what to teach, when to teach it and why. The school helps pupils build secure foundations in reading, writing, and mathematics. Staff teach the curriculum effectively. Consequently, pupils build their knowledge and skills in a logical order.

In lessons, teachers check pupils' understanding regularly. They correct any mistakes or misunderstanding quickly. Staff receive timely and effective professional development to enhance their expertise and the quality of teaching. For example, staff training on how to teach reading is helping pupils to quickly become competent, fluent readers.

Staff make helpful adjustments in the classroom to ensure pupils with special educational needs and/or disabilities can access learning. However, in a small number of subjects and classes, teachers do not adapt lessons well enough for the mixed ages of pupils, or with pupils' gaps in knowledge in mind. Occasionally, learning slows down when teachers give too much new information at once, or when teachers have not checked that pupils have the prior knowledge needed for a task. Leaders are working to help teachers adapt learning better and to check what pupils know and remember over time.

Early years

Expected standard 

Leaders have designed an ambitious curriculum that sets out clearly what young children need to learn and do. Trust experts and leaders help staff to improve their teaching skills, use practical ways to check what children know and remember and create inviting indoor and outdoor learning areas.

Children are well cared for at Dodworth St John the Baptist. Children are happy, safe and enjoy their learning. Children settle quickly into daily routines, learning to be independent and confident in their classroom.

Staff generally model effectively the important language that children need to know. They use helpful prompts in the classroom to extend children's thinking and vocabulary. Staff provide lots of meaningful opportunities for children to apply their new learning. For example, children use their knowledge of number in mini 10-pin bowling games and while riding trikes.

The school recognises the importance of children getting off to a positive start in the early years. As a result, children build solid foundations and are ready to move into Year 1. To develop further, leaders are working to ensure that staff make the most of every interaction with children throughout the day.

Inclusion

Expected standard 

Staff identify and support pupils with special educational needs and/or disabilities (SEND) early and effectively. Staff create support plans that are clear and easy to use. This helps them to put effective and personalised support in place in classrooms.

Staff listen to pupils' views and work closely with parents and carers when planning support. Pupils receive swift support with learning or wellbeing. Staff check this support regularly to make sure it is working. In lessons, pupils with SEND learn alongside their peers. They feel included and take a full part in school life.

Work in pupils' books shows that pupils with barriers to their learning access the same ambitious curriculum as their peers and make just as much progress. The school uses pupil premium funding wisely to quickly and effectively close any gaps in pupils' knowledge or

skills. Leaders regularly check the effectiveness of these strategies to ensure there is a positive impact on disadvantaged pupils' progress and wellbeing.

Leaders understand the challenges that some pupils face. They work closely with families to help remove these obstacles. The school provides practical and non-judgmental support for families. The majority of parents are positive about the school's caring approach and support for their children and about the pastoral support they receive.

Leadership and governance

Expected standard 

After a period of turbulence, the school is now in a more stable position. Leaders have brought about clear improvements in different aspects of the school's work.

Those responsible for governance and trust leaders know the school's strengths and what it needs to improve. Governors have the relevant expertise to enable them to hold leaders to account effectively. Those responsible for governance know the school priorities. They make regular, careful checks on pupils' achievement as well as on the support that pupils receive to ensure that pupils reach their full potential. Working alongside the diocese and trust, leaders have renewed the school's vision. They develop positive relationships with parents and carers and the local community.

Leaders care about staff workload and wellbeing. Staff feel valued and supported. The trust provides well-planned support to build staff expertise, particularly in the early years, curriculum development and managing behaviour. Leaders keep a close eye on the impact this is having. Their checks give them confidence in the improvements in these areas. Staff value the subject expertise development they receive from the trust and wider organisations.

The school is redesigning how it responds to parents' views. Leaders reflect carefully on feedback from their school community to maintain positive relationships. The overwhelming majority of parents are highly complimentary about relationships between staff and pupils, the pastoral offer and the education their children receive.

Personal development and wellbeing

Expected standard 

Leaders have created a well-planned personal development programme that meets the needs of the pupils. Pupils learn about fundamental British values and the importance of treating everyone with respect, regardless of background. They understand how the choices they make might affect others. Through the school's personal, social and health education curriculum, pupils learn how to keep safe online and in the community and how to lead a healthy lifestyle. Visitors to school and assemblies enhance their learning.

Pupils feel safe and well looked after in school. They remember important safety messages well. They have a comprehensive understanding of how to stay safe online, especially when using messaging apps and gaming platforms. The school also arranges useful workshops and assemblies with external agencies to develop pupils' confidence in staying safe.

Pupils benefit from a wide range of after-school clubs, community events and leadership roles, such as being school leaders. The school celebrates local history through the class

names and links with the community. Through collective worship time, pupils have regular opportunities to reflect upon their feelings and how they can help others.

Leaders closely check who attends clubs to make sure that all pupils, including those with barriers to their learning or engagement, have equal opportunities to take part. Pupils enjoy the range of clubs and leadership opportunities available to them. They are proud to contribute to the life of the school. Pupils enjoy the opportunities they have to perform and take part in competitions. They enjoy celebrating each other's success.

Older pupils learn about different careers and future choices through dedicated careers events. The school structures the support for pupils moving on to secondary school well. This helps pupils to feel confident about their next steps and receive the tailored support they need.

What it's like to be a pupil at this school

Pupils are happy and safe and feel a sense of belonging in Dodworth St John the Baptist C of E Primary Academy. From their very first days in the early years, children settle quickly into daily routines and thrive in a warm and supportive atmosphere.

Pupils are keen to earn 'stars' for showing positive character traits both in lessons and at playtimes. Staff actively look out for opportunities to praise and reward pupils. Relationships between staff and pupils are grounded in praise and mutual respect.

Pupils enjoy a broad curriculum. They achieve well across the school. Pupils enjoy learning in their mixed-age classes. They are well prepared for their next steps. Pupils with special educational needs and/or disabilities and those with barriers to their learning, progress well from their individual starting points. They receive support to learn alongside their classmates in lessons and take full part in the school's enrichment activities.

Pupils enjoy a broad range of extra-curricular clubs, including football, cooking, brass band and crafts. Parents and carers and the local community value the school's partnership, particularly performances with the local brass band. The recently renamed classes celebrate the local area's mining heritage and make links to the school's values. This helps pupils to build pride in their local roots and deepen their understanding of the area's history.

Staff put pupils' wellbeing first. Pupils are safe there and attend school regularly. Pupils know who to talk to if they have a worry. They value being a part of this school community. Pupils trust staff to deal with any rare instances of poor behaviour quickly and fairly. Pupils are not worried about bullying in this school. They behave well in lessons and at social times. They follow the school routines well.

Next steps

- Leaders should continue to support staff to make appropriate teaching choices and adaptations to suit the mixed ages of the pupils in their class.

- Leaders should build on recent improvements in pupils' achievement so that pupils continue to attain highly in national tests over time.
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About this inspection

This school is part of Enhance 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, Mark Randall, and overseen by a board of trustees, chaired by Janet Milne.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

This inspection took place on Wednesday 9 and Thursday 10 September 2026.

Inspectors spoke with senior leaders, trust representatives, governors, staff and pupils during the inspection.

Inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Leeds. Its last section 48 inspection was in October 2019.

The school has undergone a significant change since the last inspection. It joined Enhance Academy Trust in September 2025, having previously been part of St Mary's Academy Trust.

The school currently uses no alternative provision.

Headteacher: Oliver Grant-Roberts

Lead inspector:

Georgina Chinaka, His Majesty's Inspector

Team inspector:

Chris Jennings, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.



The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

104

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

23.23%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

2.88%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

14.42%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	61%	Close to average
2024/25 (final)	59%	62%	Close to average
2023/24 (final)	66%	61%	Close to average
2022/23 (final)	67%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	74%	Close to average
2024/25 (final)	59%	75%	Below
2023/24 (final)	69%	74%	Close to average
2022/23 (final)	81%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	72%	Close to average
2024/25 (final)	82%	72%	Above
2023/24 (final)	76%	72%	Close to average
2022/23 (final)	70%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	73%	Close to average
2024/25 (final)	82%	74%	Above
2023/24 (final)	66%	73%	Below
2022/23 (final)	85%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	31%	46%	Below
2024/25 (final)	S	47%	S
2023/24 (final)	29%	46%	Below
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	38%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (final)	S	63%	S
2023/24 (final)	43%	62%	Below
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	38%	59%	Below
2024/25 (final)	S	59%	S
2023/24 (final)	43%	58%	Below
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	38%	60%	Below
2024/25 (final)	S	61%	S
2023/24 (final)	29%	59%	Below
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	31%	68%	-37 pp
2024/25 (final)	S	69%	S
2023/24 (final)	29%	67%	-39 pp
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	38%	80%	-41 pp
2024/25 (final)	S	81%	S
2023/24 (final)	43%	80%	-37 pp
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	38%	78%	-39 pp
2024/25 (final)	S	78%	S
2023/24 (final)	43%	78%	-35 pp
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	38%	80%	-41 pp
2024/25 (final)	S	81%	S
2023/24 (final)	29%	79%	-51 pp
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.4%	5.2%	Close to average
2023/24 (3 term)	6.5%	5.5%	Above
2022/23 (3 term)	6.9%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	15.7%	13.0%	Close to average
2023/24 (3 term)	17.9%	14.6%	Close to average
2022/23 (3 term)	17.6%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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