

# John Blandy Primary School

URN: 140307 | Inspected: 09 December 2025

## 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.

## Achievement

Expected standard

Pupils' attainment and progress in national tests in reading, writing and mathematics are broadly close to national averages. Disadvantaged pupils generally achieve well. Leaders take effective steps to improve achievement when it is needed. For example, they have adapted the school's approach to teaching multiplication skills. As a result, the outcomes in the Year 4 multiplication tables check in 2025 improved. Leaders also know that the quality and accuracy of pupils' handwriting is inconsistent. They have introduced a new approach to improve pupils' fluency and accuracy. This is beginning to have an impact, but it is not yet fully embedded across subjects. Generally, pupils recall their prior learning securely, achieve well and are suitably prepared for their

next steps

in education.

## Curriculum and teaching

Expected standard

Since the previous inspection, the school has designed a broad and ambitious curriculum. It is carefully planned to meet the needs of the mixed-age classes at the school. Leaders have a clear understanding of the quality of the curriculum and teaching. While leaders prioritise key skills such as early reading, maths and writing appropriately, the school's work to improve pupils' handwriting is in its early stages. Teachers generally have secure subject knowledge and teach the curriculum effectively, especially in phonics and mathematics. They use modelling and questioning well to help pupils understand and use vocabulary correctly. Teachers encourage pupils to explain their thinking, and pupils listen attentively to each other. Teachers design group activities carefully. They provide pupils with a safe space to share their ideas confidently. At times, teachers do not check pupils' understanding consistently, or correct their mistakes quickly enough. Occasionally, this means some pupils repeat their errors and some have gaps in their learning. Leaders and staff know pupils' needs well. Pupils with special educational needs and/or disabilities receive appropriate support in lessons. For example, interventions are delivered to small groups, to ensure pupils receive the targeted support they need. This helps to prepare pupils to work alongside their peers, with greater independence.

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## Early years

### Expected standard

The early years curriculum is well designed, focusing on the essential knowledge children need to succeed in later learning. Staff promote children's communication and language effectively through purposeful interactions that extend play and introduce new vocabulary. Children in the early years get off to a positive start in phonics. Staff teach phonics with confidence and fidelity, using regular assessments to group pupils accurately. Where needed, some groups move at a slower pace with additional support to secure progress. Children have frequent opportunities to practise phonics and write independently. Staff also prioritise the development of physical skills that support writing, such as pencil grip and hand strength. They share these messages with parents to encourage physical play at home. Partnerships with parents and carers are positive. Parents value the transition arrangements, which help children settle quickly and feel secure. Leaders adapt the provision effectively in order to meet children's individual needs. Staff know children well, and they identify special educational needs and/or disabilities early, adjusting support where it is needed. Targeted interventions enable these children and those from disadvantaged backgrounds to make progress in the early years curriculum. As a result, by the end of the Reception Year, children are well prepared for Year 1.

## Inclusion

### Expected standard

Leaders ensure the school is inclusive and that different groups of pupils get the help they need. For pupils with special educational needs and/or disabilities (SEND), leaders have a clear process to identify pupils' needs early. Staff are trained so they can support pupils well. Leaders also work with other professionals, such as specialist teachers and the Virtual School, to ensure pupils get the right support, at the right time. This helps to reduce barriers that pupils face in their learning or wellbeing. Leaders know which pupils may need extra help. This includes those who are known, or previously known, to children's social care, service children and young carers. Pupils' needs are very well known here. Systems to monitor the impact of support on pupils' progress are well established for pupils with SEND and those eligible for pupil premium funding. Leaders are strengthening the systems they use to monitor the impact of their work to support other vulnerable groups of pupils.

The pupil premium strategy is effective and is having a positive impact on outcomes. For example, targeted interventions have improved progress and attendance for some pupils who are eligible for this funding.

## Leadership and governance

### Expected standard

Leaders know the school well. They have a secure understanding of its strengths and priorities. The trust provides the school with effective support, challenge and wider opportunities to work with other schools in the trust. Leaders benefit from this. Leaders, including governors and trustees, have a shared, inclusive vision for the

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school. Governors and trustees have a sharp focus on ensuring pupils succeed at the school. They provide robust challenge to leaders, and they ensure that the school has high ambitions for every pupil. They work effectively to be assured of the standards in the school. Leaders make decisions that are informed and focused on what is in pupils' best interests. Leaders deliver effective professional learning for staff that aligns closely with the school's priorities. For example, there has been recent training on strategies to support disadvantaged pupils and those with special educational needs and/or disabilities. Staff value the support and training they receive, as well as the opportunities to share expertise across the trust. Staff are very positive about the support they receive from leaders, particularly in relation to their wellbeing and workload. For example, staff appreciate how changes to the school's work are communicated and introduced. Teachers new to the profession feel well supported as they begin their careers at the school. Personal development and well-being Expected standard The school's personal development programme is effective. Leaders plan the personal, social and health education curriculum carefully so that it meets the needs of mixed-age classes. Age-appropriate relationships, sex and health education is taught effectively. For example, older pupils have a secure understanding of puberty and the dangers of vaping. The school teaches pupils how to maintain positive relationships using strategies such as cooperation, patience and respectful communication, including online. Pupils learn to follow the rule: 'if you wouldn't say it to their face, don't say it online'. Pupils learn to distinguish between unkindness and bullying. Across key stages, pupils demonstrate a secure knowledge of online safety. For example, pupils know they should not share their personal details online. Leaders adapt the curriculum to respond to emerging issues in school or the community. Visitors, such as a police community support officer, help pupils to understand challenging issues such as racism. Pupils take part in community art projects and local music festivals. Leaders ensure that these opportunities are inclusive, making adaptations so that all pupils can be involved. Participation in these events supports pupils' cultural understanding and appreciation for the arts, and it builds pupils' confidence. The school organises a range of trips and visits to help pupils develop their independence and experiences of the wider world. Pupils' social development is also reinforced through the school's relational approach to managing behaviour and providing effective pastoral care. For example, pupils appreciate the practical support they get from trained staff, who help them to understand their emotions. The school provides pupils with regular opportunities to celebrate their differences through the taught curriculum, assemblies and wider opportunities. Older pupils understand the importance of equalities and tolerance. They know who to speak to if they have concerns about prejudiced or discriminatory behaviour. This is a school where all pupils are treated equally.

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

Pupils feel welcome and supported at John Blandy Primary School. They speak warmly about the staff. They describe them as 'kind' and 'always ready to help'. Pupils' distinct sense of belonging is reflected in their high attendance. Pupils are keen when they arrive and enjoy being part of the school community. Pupils behave well here. As a result, they feel safe and learn effectively. Pupils understand why school rules matter and they follow them. This work begins in the early years, where children are taught to follow clear routines consistently. Pupils enjoy their learning and achieve well. They particularly enjoy developing practical skills in subjects such as design and technology and science. They also value opportunities to take responsibility. Leadership roles, including librarians, assembly monitors and eco- team members, are well established. Pupils take pride in these roles. The school council influences decisions, for example improving playtime equipment. Play leaders are positive role models who support younger pupils at breaktimes. Pupils aim to achieve gold or platinum in the school's

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citizenship award, reflecting their commitment to responsibility. There are many enrichment opportunities at the school. Pupils sing with joy in weekly assemblies and look forward to performing carols at a local residential home. They are excited about special events that happen, such as the trip to the theatre to watch the pantomime and residential visits for older pupils. A recent visit to a Formula 1 racing track inspired learning about engineering. Pupils feel safe at school. They learn how to manage risks in the wider community. For example, they learn to 'expect the unexpected' when travelling locally. They benefit from visits by the emergency services. For example, firefighters visit to teach them about fire and road safety.

## Next steps

- Leaders should develop teachers' expertise in using assessment consistently to check pupils' understanding, to quickly identify gaps in knowledge and misconceptions, and to use this information to inform effective adaptations to teaching.
- Leaders should ensure that pupils develop fluent and accurate handwriting to support their writing across the whole curriculum.

## Attendance and behaviour

### Expected standard

Leaders prioritise attendance. They monitor and track pupils' attendance and punctuality carefully. As a result, leaders identify where there are concerns swiftly, and they take effective action to support pupils and families to overcome the barriers they face. This work is having a positive impact because rates of attendance are consistently above the national average and have now returned to pre-pandemic levels. Very few pupils miss school regularly. The school environment is consistently safe and calm. Leaders monitor behaviour closely. Staff are trained effectively to apply the school's behaviour policies consistently. Pupils understand the school's high expectations, and they behave responsibly in lessons and at social times. They are courteous and respectful to staff, peers and visitors. Pupils are confident that adults deal with issues promptly. In classrooms, pupils listen attentively and take pride in their work. Some pupils require more support to manage their behaviour or emotions at times. Staff manage these challenges well and ensure that pupils with high needs receive the support they need.

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**For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:**

<https://whatschool.ai/en/school/john-blandy-primary-school-abingdon>