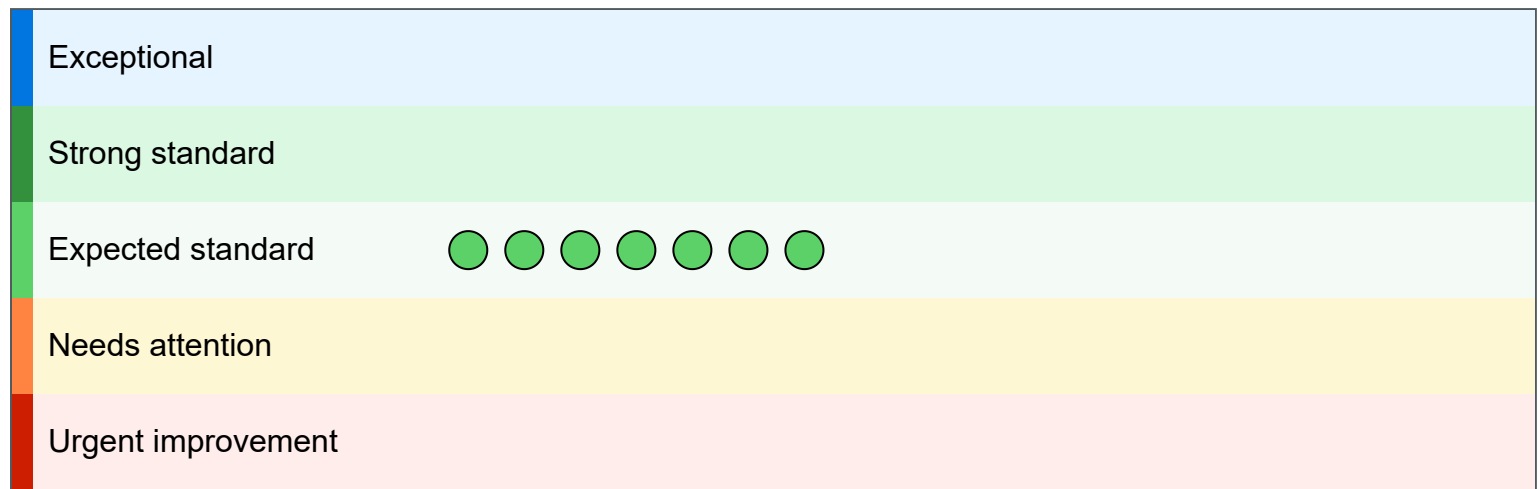


John Blandy Primary School

Address: Laurel Drive, OX13 5DJ

Unique reference number (URN): 140307

Inspection report: 9 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.

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' 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.

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.

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.

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 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 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.
-

About this inspection

This school is part of the Cambrian Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Richard Evans, and overseen by a board of trustees, chaired by Anthony Cook.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other school leaders, members of the local academy committee, the CEO and Director of Education of the trust and a trustee during the inspection. Inspectors also spoke with staff, parents and carers and pupils during the inspection.

Headteacher: Suzanne Elliott

Lead inspector:

Katie Hancock, His Majesty's Inspector

Team inspectors:

Laura James, His Majesty's Inspector

Toby Martlew, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 December 2025

School and pupil context

Total pupils

282

Close to 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: 272

School capacity

315

Close to 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)

15.25%

Below average

What does this mean?

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

National average: 26.3%

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

4.26%

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: 3.5%

Pupils with Special Educational Needs (SEN) support

19.86%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs 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 maths

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

Year	This school	National average	Compared with national average
Latest 3 year average	61%	61%	Close to average
2024/25	65%	62%	Close to average

Year	This school	National average	Compared with national average
2023/24	52%	61%	Below
2022/23	65%	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	78%	74%	Close to average
2024/25	81%	75%	Close to average
2023/24	70%	74%	Close to average
2022/23	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	69%	72%	Close to average
2024/25	68%	72%	Close to average
2023/24	74%	72%	Close to average
2022/23	65%	71%	Below

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	73%	Close to average
2024/25	77%	74%	Close to average
2023/24	63%	73%	Below
2022/23	74%	73%	Close to average

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 maths

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

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

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	67%	62%	Close to average
2024/25	S	63%	S

Year	This school	National average	Compared with national average
2023/24	S	62%	S
2022/23	57%	60%	Close to average

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	47%	59%	Below
2024/25	S	59%	S
2023/24	S	58%	S
2022/23	29%	58%	Below

Disadvantaged pupils reaching the expected standard in maths

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

Year	This school	National average	Compared with national average
Latest 3 year average	47%	60%	Below
2024/25	S	61%	S
2023/24	S	59%	S
2022/23	29%	59%	Below

'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 maths

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	47%	68%	-21 pp
2024/25	S	69%	S
2023/24	S	67%	S
2022/23	29%	66%	-38 pp

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	67%	80%	-13 pp
2024/25	S	81%	S
2023/24	S	80%	S
2022/23	57%	78%	-21 pp

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	47%	78%	-31 pp
2024/25	S	78%	S
2023/24	S	78%	S
2022/23	29%	77%	-49 pp

Disadvantaged pupils reaching the expected standard in maths

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

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	47%	80%	-33 pp
2024/25	S	81%	S
2023/24	S	79%	S
2022/23	29%	79%	-51 pp

'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 (2 terms)	3.4%	5.2%	Below
2023/24	4.1%	5.5%	Below
2022/23	4.4%	5.9%	Below

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 (2 terms)	6.0%	13.3%	Below
2023/24	8.8%	14.6%	Below
2022/23	8.4%	16.2%	Below

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 standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards 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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