

HIGH STREET  
GLASTONBURY  
SOMERSET BA6 9DR  
Headteacher:  
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Dear Parents/Carers

As you know on the 8<sup>th</sup> - 9<sup>th</sup> March 2017 we had our Ofsted inspection. In September 2016 the inspection process changed to focus on the progress of specific groups of children (e.g. disadvantaged children in receipt of the Pupil Premium Grant and the more able), rather than the overall outcomes for all children at the end of Key Stage 1. As well as this, expectations were significantly raised in terms of achievement for all children.

Here is a summary of the Ofsted Inspection Report:

### Personal development, behaviour and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff are effective in promoting a caring ethos and culture. As a result, pupils feel valued and supported. Pupils are happy and mix together harmoniously at various times of the school day.
- Pupils are taught to show respect and tolerance towards one another. They reflect school values to show honesty and kindness. One pupil, whose view is typical, told an inspector, 'Everyone is friendly'.
- Expectations of pupils' conduct and behaviour are high. Consequently, pupils' behaviour and attitudes are good.
- Staff reinforce and model high expectations of pupils through their own conduct around the school and in lessons. As a result, pupils are keen to 'have a go' and show the confidence to take risks in their learning.

### Outcomes for pupils

- The proportions of pupils meeting the expected standard in the Year 1 phonics screening check improved in 2016.  
Standards in phonics are improving due to the improved teaching of phonics across the school.
- Pupils are making progress, across the school, in their reading. They develop increasing fluency and expression. The most able readers show secure work-building skills and effective comprehension, showing a sound understanding of the text.
- Work in pupils' books confirms that pupils are developing their mathematical skills and understanding. In 2016, too few pupils reached the expected standards in mathematics. Pupils are now more confidently applying reasoning skills to solve a range of mathematical problems.



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## Safeguarding

- The arrangements for safeguarding are effective. School leaders and governors ensure that pupils are kept safe through effective systems for recruiting, appointing and training staff. Records of relevant staff protection training for all staff are complete and updated on a regular basis. As a result, staff are aware of child protection matters and take effective action to keep children safe.
- There is a prevailing culture of awareness for safeguarding across the school. Information for staff, parents and pupils is clearly displayed around the school and through the website. Teaching assistants have a useful prompt about how to respond to a child protection disclosure. Staff are observant and make rapid referrals to senior leaders where necessary.
- Pupils feel safe and know what steps they should take in certain situations to stay safe, including when online. They understand what bullying is and are of the opinion that school staff take effective action to prevent this.

## Quality of teaching, learning and assessment

- The teaching of mathematics is improving. Pupils are expected to explain their thinking and reasoning, which is supporting their wider understanding of mathematical concepts and is now helping pupils to learn more rapidly.
- The teaching of phonics has improved. The introduction of a programme to support pupils with their phonic skills is having a good effect. As a result, pupils are able to spell more accurately and are able to use phonics reliably in developing their early reading skills.
- Teachers' established routines and structures support pupils' emotional and social needs well, especially for those with complex needs. As a result, pupils know what is expected of them and manage their behaviour well to be prepared for learning. They make valuable contributions in lessons.

## Early Years provision

- The quality of teaching in the early years is good. Leaders ensure purposeful use of assessment and transition information that supports children to make good progress across the curriculum. Consequently, a higher proportion of children reach expected standards at the end of Reception and are well prepared for Year 1.
- Teaching in the early years is focused well to support children with different abilities, including those who have special educational needs and/or disabilities. The range and use of the facilities to support



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the children's learning are effective. Adults work well together to plan opportunities for the children so that they can be creative, active and learn through exploration.

- Leaders have developed a supportive and nurturing ethos. They show real determination to build the children's independence as soon as possible. As a result, children start to take responsibility and make strong contributions to their own learning and development.

### Effectiveness of Leadership and Management

- The curriculum is organised and arranged to ensure an appropriate breadth of subjects, including English, Mathematics and Science. Pupils enjoy the variety of activities, including sporting clubs and activities after the school day, such as drama club. As a result, pupils can learn and apply skills in different contexts.
- School leaders place a high value on promoting pupils' spiritual, moral, social and cultural development. In particular, pupils act as 'monitors', sharing the responsibility of promoting good behaviour in the school. As a result, pupils actively take account of their behaviour and understand the impact of this on the community and those around them.
- School leaders are effective in responding to pupils who have particularly challenging needs and behaviour.
- Leadership of mathematics is effective. For example, training to improve reasoning skills is enabling pupils to have a better understanding and they are developing their mathematical thinking and reasoning. As a result, outcomes in mathematics are improving across the school.
- Leaders have introduced a phonics strategy which is having a positive impact on pupils' reading ability and phonics skills.

### Governance of the school

- Representatives of the governing body visit the school and are active in formulating and agreeing the next steps for the school.
- The school's use of the sports premium is effective. The employment of a specialist coach offers valuable expertise and opportunities for high-quality physical education.



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### Overall effectiveness

The overall Ofsted judgement is that the school is required to improve. This means that although we have many strengths, there are still areas that need to be improved. We have taken on board recommendations made by Ofsted and will build upon the many aspects of good practice that are already in place.

The areas that need to be improved are:

- **Standards in writing** - we need to ensure that all pupils reach the standards in writing that they are capable of by the time they leave the school.

To do this we will match work closely to pupils' different needs and abilities, especially for the most able and disadvantaged pupils. We have already started to implement improvement strategies through our daily 'Read, Write, Inc.' lessons.

- **Leadership and management** - we need to ensure that leaders' monitoring focuses more on the progress of different groups of pupils. Also, governors are required to be more rigorous in holding school leaders to account to help improve pupils' outcomes.

To do this leaders for different curriculum areas in the school and senior managers will focus their monitoring on the progress made by different groups, including disadvantaged pupils and the most able. A more rigorous monitoring procedure has already begun and as a result, teachers are being provided with precise targets to help improve pupils' achievement.

As a result of the Ofsted judgement, we will commission the following external reviews to assess how these aspects of leadership and management may be improved:

1. A review of Governance
2. A review of the school's use of the Pupil Premium Grant

If you would like to read the full Ofsted report, please visit our website and click on the relevant link. A hard copy is available from the School Office, for all without access to internet.

Yours sincerely

Wendy Turner Head Teacher



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