

St Benedict's Junior School

Inspection report

Unique Reference Number	123833
Local Authority	Somerset
Inspection number	380741
Inspection dates	12–13 October 2011
Reporting inspector	Chris Nye HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Melanie Leggett
Headteacher	Christopher Lewis
Date of previous school inspection	1–2 October 2008
School address	Benedict Street Glastonbury Somerset BA6 9EX
Telephone number	01458 831811
Fax number	01458 832261
Email address	sch.164@educ.somerset.gov.uk

Age group	7–11
Inspection date(s)	12–13 October 2011
Inspection number	380741

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 18 lessons and observed seven teachers. They held meetings with the headteacher, representatives of the governing body, staff and groups of pupils and met some parents informally. They observed the school's work, undertook case studies and looked at monitoring and assessment data, improvement plans, external reports, self-evaluation documentation, minutes of meetings and curriculum documentation. Forty nine parental questionnaires were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which pupils' progress is being accurately assessed and how this is being used to ensure that teaching meets the wide range of pupils' needs.
- How well the school is accelerating progress in English and mathematics, especially for those pupils with special educational needs and/or disabilities.
- The quality and impact of the curriculum on pupils' achievement.
- The impact of leadership at all levels on the school's capacity to improve.

Information about the school

St Benedict's Junior School is located in the centre of Glastonbury. It is smaller than average and the majority of pupils are of White British heritage. The percentage of pupils with special educational needs and/or disabilities is much higher than average and the proportion of pupils known to be eligible for free school meals is average. The governing body manages a breakfast club and an after-school club.

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which is providing a good standard of education and care for its pupils. It has successfully addressed previous weaknesses in pupils' achievement in writing and has introduced strategies to address lower achievement in mathematics. Leaders and managers have a clear vision of where and how the school needs to improve further and there are good plans in place to secure such improvement in the future. Consequently, the school has a good capacity to sustain its improvement. A strength is the pastoral care and support that the school provides. Pupils enjoy their learning and parents and carers are very positive about the school. One commented: 'My child enjoys going to school very much – he hasn't had a bad day since he started.'

The school has very robust assessment and tracking systems in place, the accuracy of which is confirmed by inspection evidence. This shows that pupils start school in Year 3 with significant gaps in their basic literacy and numeracy skills. Good quality teaching and very good support, particularly for the high percentage of pupils with special educational needs and/or disabilities, mean that pupils make good progress overall, although this is better in English than mathematics. When they leave the school at the end of Year 6, their attainment is average, with slightly better outcomes in English than in mathematics. Higher achieving pupils do particularly well in English. Pupils' behaviour is good, and pupils make a satisfactory contribution to the wider community.

The quality of teaching is good overall, with the most effective teaching being in the older classes. Teachers' marking is good in English, but is less effective in mathematics because targets are written in language that some pupils cannot easily understand and written guidance does not always challenge pupils or provide clear advice on how to improve. Since the last inspection, the school has improved the curriculum provision in English. However, there are insufficient opportunities for pupils to develop skills in information and communication technology (ICT) to support their learning. As a result, there are gaps in the development of pupils' skills to support their future economic well-being. The curriculum in the youngest classes is not fully meeting the needs of pupils who have gaps in their basic skills, especially in numeracy.

Good quality leadership and management at all levels are helping to drive improvement, and there is a united approach to tackling underachievement. The school engages well with parents and carers and there are good links with external agencies. Very effective systems to monitor teaching and assess pupils' progress are enabling the school to set challenging targets and identify and address areas of weakness. Governors make a significant contribution to the school. Although pupils'

spiritual, moral and social development is good, the school recognises that it needs to do more to ensure that pupils have a better awareness and understanding of multicultural Britain.

What does the school need to do to improve further?

- Improve the provision of the curriculum by:
 - ensuring that there are sufficient opportunities for pupils to develop ICT skills
 - ensuring that the mathematics curriculum fully meets the needs of younger pupils.
- Improve the impact of assessment in mathematics by:
 - ensuring that targets are written in language easily understood by all the pupils
 - ensuring that written guidance in pupils' mathematics books effectively supports and challenges pupils to improve.
- Promote community cohesion more effectively by developing pupils' awareness of the rich diversity of multicultural Britain.

Outcomes for individuals and groups of pupils

2

Pupils enjoy their lessons and make good progress because teaching is imaginatively planned and often motivates pupils very well. For example, in one lesson pupils were enthusiastically assessing and improving the quality of their own writing because energetic teaching had effectively modelled how to improve writing.

Rigorous and accurate assessment of pupils' skills in reading, writing and mathematics when they enter the school shows that, over a number of years, there have been significant gaps in their basic skills. However, attainment at the end of Year 6 has been consistently in line with national averages, and was slightly higher in the most recent national tests. In English, from below-average starting points in reading and writing, the 2011 Year 6 group of pupils made good progress and the percentage of pupils achieving expected levels was slightly above that found nationally, with 6% more than the national average achieving the higher level. This good progress in English is also reflected in other year groups. In mathematics progress is satisfactory and improving, especially in the older year groups, and pupils attain expected levels by the time they leave. Pupils with special educational needs and/or disabilities make good progress overall, relative to their starting points, although this is swifter in English than in mathematics.

Pupils' behaviour in class and around school is good. Pupils say that they feel safe and well cared for and they have a good understanding of how to keep fit and healthy. They enjoy coming to school and attendance is above average. They make a satisfactory contribution to the school and local community, although there are fewer opportunities for younger pupils to take on extra responsibilities. The school

recognises that it could be more proactive in encouraging pupils to make a greater contribution to the local community, beyond the close links it has with the local church. Pupils’ spiritual, moral and social development is excellent, but although there are strengths in music and the arts, there are some areas of pupils’ cultural awareness which are underdeveloped. Pupils develop satisfactory skills to support their future economic well-being. Literacy and team-building skills are a strength, but there are insufficient opportunities to use computers and develop pupils’ ICT skills.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good overall, and is helping to ensure that pupils are making good progress, especially in the older year groups. In every class relationships between adults and pupils are very good and behaviour is managed well. The best lessons are well structured and planned with imaginative and energetic teaching that motivates the pupils very well. The pace of such lessons is brisk and teachers and teaching assistants work well together and have high expectations. As a result, pupils make good progress and enjoy their learning. In less effective lessons, the pace is slower because pupils spend too much time inactive or the planned activities are not sufficiently challenging for all the pupils. Intervention programmes have been particularly successful in raising standards in reading and writing. Following extensive evaluation and review of interventions in mathematics, this provision has been improved recently. Although it is too soon to judge the impact of this, outstanding support for older pupils with weaknesses in mathematics was observed during the inspection.

Assessment is supporting learning effectively, with very good use being made of

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

assessment data to plan teaching and track pupils' progress. In English there are some examples of excellent assessment practice, for example the 'Editing Super-Heroes Club' is effectively helping pupils to assess and reflect upon their own learning against very clear success criteria. However, there are inconsistencies in how effectively teachers are assessing pupils' work in mathematics. Teachers' comments are encouraging, but do not always provide sufficient challenge or guidance on how to improve.

The curriculum is broad and balanced, providing a clear and progressive structure across the school. Improvements in the English curriculum have been a priority for the school and staff have successfully introduced new approaches to reading and writing which have had a positive impact on raising standards in English. Science, the arts and sport are also strengths because they effectively meet the needs of pupils. The school has recognised the need to improve the provision in mathematics, especially through improving intervention activities to further accelerate progress. However, a significant weakness in the curriculum is the under-developed provision for ICT. While this is supporting teaching well, pupils do not have sufficient opportunities to use computers to support their learning across the curriculum. This is due to inadequate planning in how ICT can support the curriculum and a lack of sufficiently efficient computer hardware.

The quality of care, guidance and support is good because systems to ensure pupils' safety and well-being are effective and rigorously applied. Pupils are encouraged to be confident and caring towards each other and parents and carers appreciate the sensitive support that they are given. For example, one commented: 'My child has been treated well in school – he has been given support when needed and upsets are dealt with quickly and in a sensitive way.' The support for vulnerable pupils is a particular strength because the school has a clear understanding of their needs.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior leaders have a clear understanding of the strengths and weaknesses of the school. They have successfully established a collegiate approach with staff, and all are committed to improving the school's provision and raising standards further. Systems to assess and track pupils' progress and monitor teaching and learning are used efficiently to ensure that pupils are progressing well and that teaching is meeting their needs. Improvement planning identifies suitable areas for improvement and strategies to achieve improved outcomes are effective. The school engages well with parents and carers. Partnerships with external agencies,

particularly those involved in supporting vulnerable pupils, are effectively promoting pupils' learning and well-being. The governing body is well established and efficiently organised; it is providing effective support and challenge to the school, and recent changes in leadership have been effectively managed to ensure a smooth transition.

All safeguarding procedures are securely in place and rigorously applied. The school promotes equality of opportunity and tackles rare instances of discrimination well. The school promotes community cohesion satisfactorily, but senior leaders recognise that more needs to be done to develop pupils' awareness and understanding of multicultural Britain.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Almost all parents say that their children enjoy school and the very large majority indicate that they have a happy experience there. A very small minority express concerns about their child's progress, how the school is meeting their needs and how effectively the school helps them to support their child's learning. The school takes such concerns seriously, but inspectors found no evidence to suggest that these were significant weaknesses.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Benedict’s Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	65	16	33	0	0	0	0
The school keeps my child safe	38	79	8	17	0	0	0	0
The school informs me about my child’s progress	21	44	24	50	1	2	0	0
My child is making enough progress at this school	21	44	23	48	2	4	0	0
The teaching is good at this school	28	58	18	38	0	0	0	0
The school helps me to support my child’s learning	25	52	19	40	3	6	0	0
The school helps my child to have a healthy lifestyle	22	46	22	46	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	42	24	50	0	0	0	0
The school meets my child’s particular needs	25	52	19	40	2	4	0	0
The school deals effectively with unacceptable behaviour	23	48	20	42	1	2	1	2
The school takes account of my suggestions and concerns	21	44	20	42	2	4	1	2
The school is led and managed effectively	24	50	23	48	0	0	0	0
Overall, I am happy with my child’s experience at this school	29	60	16	33	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

14 October 2011

Dear Pupils



Inspection of St Benedict's Junior School, Glastonbury BA6 9EX

Thank you for making my colleagues and me so welcome when we inspected your school. We were very interested in what you told us, as well as what your parents and carers said in their questionnaires. We really enjoyed visiting your lessons, talking to staff and looking at the work that you have been doing.

These are the things that your school does particularly well:

- You are really well cared for and good teaching is helping you to make good progress, although this is a bit better in English than mathematics. Well done!
- We were impressed with how well you behave in lessons and in the playground. You clearly enjoy coming to school and attendance is good. Keep it up!
- The grown-ups who lead the school are doing a good job and know what needs to be done to make it even better.

Although the school is doing well, there are still things that can improve even more. I have asked the leaders of the school to focus on three things:

- Improving the curriculum by giving you more opportunities to use computers to support your learning and ensure that the mathematics curriculum improves, especially for the youngest pupils.
- Improving marking in mathematics so that it provides you with better guidance and you are clearer about your targets.
- Developing your contribution to your community and your understanding of other cultures within the United Kingdom.

You can help by trying hard in lessons and by asking if you do not understand anything in mathematics. Also, try to find opportunities to use a computer more to support your learning!

Yours sincerely

Chris Nye

Her Majesty's Inspector

