

Severn Beach Primary School

Ableton Lane, Severn Beach, Bristol, South Gloucestershire BS35 4PP

Inspection dates

18–19 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher leads the school with drive and enthusiasm. She has high expectations of staff and pupils and provides strong dedicated leadership.
- Since the previous inspection, there has been a significant improvement in pupils' outcomes at the end of key stage 2.
- Leaders have an accurate and honest understanding of the school's strengths and areas for continued improvement.
- Leaders, including governors and leaders from the Castle School Educational Trust (CSET), are well informed about the standard of education and use this knowledge to support and challenge the headteacher effectively.
- Teaching, learning and assessment have improved so that outcomes are now securely good. Strengths have been maintained and the teaching of reading, writing and mathematics across the school has improved.
- Leaders have designed a rich curriculum with a broad range of experiences. The curriculum provides interesting and relevant opportunities for pupils to develop knowledge and understanding in a wide range of subjects. However, this is not yet consistently good in all subjects, particularly in design and technology.
- Children in Reception settle into well-established routines. They thrive in the calm nurturing environment leaders have created. Most children reach a good level of development and are well prepared for Year 1.
- Support for pupils' personal development and welfare is a strength of the school. The school consistently promotes the physical and mental well-being of pupils.
- Behaviour in school is good. Strong relationships fostered by adults and pupils' positive attitudes to learning are promoted consistently. Pupils say they feel safe and that bullying is rare.
- The proportion of pupils achieving the higher standards in English and mathematics is rising. Standards are not as high as they could be in writing in key stage 2 for the most able pupils and for boys.
- Pupils' spiritual, moral and social development is strong across the school. However pupils' awareness of other cultures is less well developed.
- Attendance is below the national average. Leaders have begun to tackle this. However, it is too early to see positive improvements.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching of writing in key stage 2 and so raise attainment for the most able pupils and for boys.
- Improve pupils' attendance.
- Further develop and strengthen the curriculum and support middle leaders to:
 - further develop pupils' cultural awareness
 - raise standards in design and technology.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has established a culture of high expectations and ambition for the pupils. All staff and leaders share the school's vision and values. Staff are overwhelmingly positive and proud to work at the school. Since the last inspection, leaders and teachers have collaborated with other schools, including schools from within CSET, and this has supported them in promoting improvement effectively.
- Leaders at all levels have a clear understanding of what needs further improvement. They are accurate in their assessment of the school's strengths and weaknesses and provide good support and training to improve the quality of education.
- The headteacher is ably supported by leaders from CSET. They offer highly effective support and challenge to the headteacher and middle leaders to make sure that the school continues on its journey to improve.
- Leaders ensure that additional pupil premium funding has a positive impact on the academic and personal development of disadvantaged pupils. As a result, disadvantaged pupils achieve well and make good progress.
- Although small in number, pupils with special educational needs and/or disabilities (SEND) are well supported by the special educational needs coordinator to make good progress. They are provided with personalised support, and the progress they make is closely monitored.
- The additional funding for physical education and sport is used to good effect. Pupils benefit from the high-quality additional teaching they receive to hone their own skills.
- Parents and carers are overwhelmingly positive about the school and headteacher. They speak highly of the care, guidance and support their children receive. They are also aware of the improvements that have been made in school. One said that 'The school has been transformed.' Others said that 'The school has come on in leaps and bounds' and 'The headteacher is a diamond.'
- Severn Beach's 'Rainbow Curriculum' provides pupils with a broad range of topics and high-quality learning experiences. This includes a wide variety of visits and visitors into school. Pupils are included in designing and evaluating the learning experiences in their curriculum, which they are proud to do.
- Leaders have clearly identified the knowledge, skills and understanding they want pupils to achieve. Teachers then plan thematically to bring these expectations under a common theme. In addition, teachers plan whole-school themed weeks, such as a science, technology, engineering and mathematics week, where children enjoy working on collaborative projects. Within these weeks, themes such as gender equality are added to challenge pupils' thinking. Standards across most subjects are good. However, standards in design and technology are not so well established.
- Middle leaders make regular checks on the quality of teaching and pupils' progress. They observe teaching and provide advice and feedback to teachers on how to improve their practice. Leaders of English and mathematics are highly effective. They are knowledgeable about their areas of responsibility. In mathematics, a greater focus on

reasoning and problem-solving has improved the progress pupils are making. In English, leaders introduced high-quality texts and improved the way reading is taught. Leaders are aware that the teaching of writing has not had the focus it now needs to improve outcomes in key stage 2, especially when challenging the most able pupils and improving outcomes for boys.

- Pupils' spiritual, moral and social development is a strength of the school. Pupils know the school's vision and values. They are aware that words can affect the feelings of others. They are keen to look after each other and contribute to the welfare of others within school. The school's phrase 'Pick me up, don't put me down' is threaded through many aspects of school life. Leaders are aware that pupils' cultural awareness is not as strong.

Governance of the school

- Governors know the school well. They are aware of where the school needs to improve. They have a secure understanding of the strengths of the school and areas for further improvement. Training and support from CSET have ensured that governors have kept up to date with new initiatives and are effective in their roles.
- Governors are kept well informed through the detailed reports they receive from leaders. They know how well pupils are doing and visit the school regularly to ensure the accuracy of this information. They review the impact of actions to improve outcomes of pupils by talking to staff and leaders. They are aware of the additional funding the school receives and ask questions to check how it is improving pupils' outcomes.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that all staff are well trained and up to date with safeguarding issues. All staff have a thorough understanding of the school's safeguarding policy and they know how to report a concern about a child.
- Checks are in place to ensure that adults are suitable to work with children. The recruitment process is rigorous to ensure the safe employment of new staff. Governors monitor safeguarding to ensure that the school fulfils its statutory duties.
- The school works closely with outside agencies, and staff are familiar with how to access support when necessary. The school offers a wide range of early help to a number of families.
- Pupils know how to keep themselves safe, particularly online, and they know that adults will help them if they have a concern. They know who the school's safeguarding leaders are and that they will help them if they have any worries.

Quality of teaching, learning and assessment

Good

- Leaders have an accurate view of the quality of teaching and learning across the school. The headteacher regularly monitors teaching and gives high-quality feedback.

- Teaching has improved because of the support and training teachers receive. Teachers appreciate the opportunity to work with other schools to share knowledge and expertise. High-quality professional development has enabled teachers to develop secure subject knowledge and improve their practice.
- Where teaching is strongest, teachers plan effective sequences of work that meet pupils' learning needs. They question pupils skilfully and adapt teaching to address misconceptions. They provide challenges to encourage pupils to think more deeply. This is particularly the case in the teaching of mathematics, where pupils have well-developed fluency skills that enable them to tackle more complex problems.
- The teaching of reading is effective where pupils are taught phonics systematically to enable them to read ever more challenging texts. Pupils read a wide range of books and love to read books from the school's newly updated library.
- Pupils take pride in their work and pupils' workbooks are neat and well presented. They settle quickly to tasks and are reflective in revising and reviewing their work. Teachers consistently follow the school's feedback and marking policy.
- Teachers have high expectations of pupils. This is particularly the case in mathematics. In these lessons, pupils are given work that really makes them think and challenges them.
- Teaching assistants share the same strong sense of responsibility for the progress that pupils make. They make a valuable contribution to pupils' learning.
- Writing is taught effectively, and pupils' workbooks show that they have opportunities to write at length across a range of subjects. Teachers choose interesting themes and topics to encourage pupils' written work. However, in key stage 2, the most able pupils are not always supported well enough to achieve as they should. In addition, some boys do not always engage in writing lessons and do not write as well as others in their class.
- In most lessons, teachers have good subject knowledge of the subjects they teach. However, in design and technology, weaker subject knowledge leads to work that is not of a good enough standard.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have a range of opportunities to develop responsibility and lead initiatives to improve life for other pupils at school. For example, peer mediators help pupils to sort out any issues with friendships at breaktimes. The school council also takes an active role in and around school.
- Pupils are proud of their school and relish the opportunities they are now being provided with. Many spoke of the improvements they have seen in school.
- Provision for pupils' mental well-being is a strength. Pupils are encouraged to think about their feelings and to speak to a trusted adult if they are feeling sad or upset.
- Pupils respect each other and understand that differences should be celebrated. The

British values of tolerance and mutual respect have a high profile in the school's ethos.

- Pupils' good attitudes to learning are reflected in their good engagement in lessons. Pupils are attentive and join in. They are encouraged to speak clearly and join in debates on current issues, such as recycling and the use of plastic.
- Pupils feel safe at school and know how to keep themselves safe. They have a good understanding of how to deal with bullying and know that adults will help them if they have any concerns. Pupils understand how to stay safe online.

Behaviour

- The behaviour of pupils is good. They are polite and well mannered. They are happy to hold open doors and welcome visitors. They socialise well in the dining hall and outside in the playground.
- Pupils say that incidents of poor behaviour are rare and dealt with effectively when they occur.
- Pupils play together at playtimes and lunchtimes. Older children look after younger children and they join in with each other's games.
- Pupils have high levels of trust in the adults in school to deal with incidents of poor behaviour and bullying. They found it difficult to recall any such incidents happening.
- The quiet and calm environment helps pupils to concentrate, contributing well to their learning.
- Pupils enjoy coming to school. Overall, levels of absence are declining from above the national average but leaders are aware that it has not happened swiftly enough. Leaders are tackling poor attendance by rewarding good attendance and addressing specific families whose attendance is not good enough. There have been some improvements but leaders recognise that there is still more to do.

Outcomes for pupils

Good

- Attainment in reading, writing and mathematics in key stage 2 has improved significantly since the previous inspection. More children are achieving the expected standard in all three subjects than before. The proportion of pupils achieving higher standards has also risen, particularly in mathematics.
- Improvements in the quality of teaching have improved standards and progress in English and mathematics across the school.
- Outcomes at the end of Year 2 have been consistently in line with, or above, national averages for the past two years. Strong teaching ensures that pupils make good progress across key stage 1.
- Children enter the Reception class with skills broadly typical for their age. They make good progress and are well prepared for Year 1.
- The school ensures that the most disadvantaged pupils across the school make good progress from their starting points. This is due to targeted support and close monitoring by leaders. By the end of key stage 2 in 2018, disadvantaged pupils

outperformed other pupils nationally.

- Pupils with SEND make good progress because they receive the right level of support. Their good progress is clear in their workbooks.
- Across the school, pupils work at a good standard in a wide range of subjects. For example, in science, older pupils are able to conduct fair tests and use good scientific language to explain their results. However, this is not always the case. In design and technology, teachers do not always ensure that pupils work to the correct standard expected by the school's curriculum.
- Progress in writing across the school is not as strong as that in reading. Too often, there is not enough challenge across key stage 2 for the most able writers, and some boys do not always engage in writing lessons as well as other pupils.

Early years provision

Good

- Effective leadership has consolidated the strengths in the early years. With a clear direction from the early years leader, staff work consistently well to support children's learning in the classroom, the outside learning environment and across the curriculum.
- The class teacher is knowledgeable about the provision and has high expectations of children's learning. She uses assessment information effectively to plan a range of stimulating activities to meet children's needs.
- Developing children's vocabulary is a key focus for many of the children's planned activities. Teachers and teaching assistants are effective at supporting children's growing vocabulary.
- The learning environment is vibrant and motivating. There is a calm atmosphere where children are encouraged to make independent choices. The outside space is exciting and interesting. As a result, children get absorbed in their learning. For example, children showed good resilience when building a road in the sandpit.
- Assessment of children's progress is continual. The class teacher collects a range of evidence to show that children are making good progress across the early years curriculum.
- Children leave the early years well prepared for Year 1. Phonics is taught effectively. Children develop their ability to recognise sounds and blend them together. Writing is of a high standard and children are taught how to hold a pencil correctly. Resources from around the classroom support children to write independently. For example, children independently used sound cards in the outside learning space to remind them of how to write a particular sound they had already learned.
- Children behave well and readily share resources and the learning space. Children settle in well in the morning because routines are well established.
- Children are challenged to work to a high standard. For example, open-ended activities in mathematics enable the most able children to work with much larger numbers. There are many opportunities for children to write and do mathematics across the curriculum. On occasion, teachers are not aware when children make errors with number reversal or letter formation.

- Partnerships with the Severn Beach playgroup and parents are strong and parents appreciate the smooth transition between playgroup and school.

School details

Unique reference number	141174
Local authority	South Gloucestershire
Inspection number	10088334

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	119
Appropriate authority	Board of trustees
Chair	Rhona Allgood
Headteacher	Bethan Adams
Telephone number	01454 632 518
Website	www.severnbeachprimary.org.uk
Email address	severnbeachprimary@sgmail.org.uk
Date of previous inspection	3–4 May 2017

Information about this school

- Severn Beach Primary School is smaller than the average-sized primary school. Pupils are taught in mixed-aged classes.
- The school is part of CSET. The trust is comprised of three primary schools and four secondary schools. The overarching responsibility for governance lies with the trust's board of trustees. Day-to-day responsibility for the challenge and support of pupils' education is delegated by the trustees to the local governing body.
- The headteacher has been in place since September 2018. Additional leadership support and challenge are provided by leaders from within CSET.
- The large majority of the pupils are of White British heritage.
- The proportion of disadvantaged pupils supported by the pupil premium is broadly average. The proportion of pupils with SEND is broadly average.

Information about this inspection

- Pupils' learning was observed in 12 parts of lessons, most of which were conducted jointly with the headteacher. The work of pupils in all classes was scrutinised. Many pupils were spoken to about their work during lessons and informally around school, at breaktimes and at lunchtimes. The inspector listened to pupils from Years 1, 3 and 6 read, and gathered views about their experiences in school.
- Discussions were held with the headteacher, other leaders, governors, the chief executive officer (CEO) and deputy CEO of CSET, and members of the teaching and support staff. The views of staff were gathered from conversations across the two days.
- The inspector took into account 28 responses to Ofsted's online questionnaire, Parent View. Discussions were held as parents dropped their children off at school.
- A range of documentation was considered, including information on pupils' attainment and progress, the school's improvement planning and records of the monitoring of teaching and standards. Procedures for safeguarding pupils, including information relating to attendance, behaviour and referrals to social services, were examined.

Inspection team

Richard Lucas, lead inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2019