

Inspection of Abbotswood Primary School

Kelston Close, Yate, Bristol, Gloucestershire BS37 8SZ

Inspection dates: 1–2 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Abbotswood is an exciting place to learn. Staff provide a wealth of interesting experiences. These motivate pupils to become excited about their learning. Adults put the pupils' well-being at the heart of everything they do. This helps pupils to feel well cared for.

Pupils thoroughly enjoy school. They are curious and interested to find things out. Pupils learn to manage risks safely. For example, they explore and talk enthusiastically about pond dipping and climbing trees.

Leaders and teachers share a passion for making sure that all pupils have the best possible education. They say, 'We want to make sure that no child gets left behind.' Pupils are encouraged to realise that making mistakes is an important part of learning. This helps them to persevere when learning gets tricky. Pupils try their best, because they are keen to make their teachers proud.

Pupils are respectful and polite and behave responsibly. Pupils know that bullying is not tolerated. They agree that adults are quick to sort out problems. Most pupils attend school regularly but despite leaders' efforts, a few pupils are regularly absent. This prevents them from making the most of their education.

What does the school do well and what does it need to do better?

School leaders, governors and staff are ambitious for all pupils. They provide a rich and challenging curriculum which prepares pupils well for life. In most subjects, teachers plan lessons which build pupils' knowledge and skills well. However, in a few subjects, leaders and teachers are not fully aware of how teaching builds on previous learning.

Leaders and teachers are determined for pupils to be confident readers. Children get off to a flying start in reading. Teachers share their delight in reading with pupils. Pupils love listening to stories, such as 'The Magic Finger' by Roald Dahl. Pupils regularly practise reading, which improves their comprehension and vocabulary. Pupils told us that they enjoy choosing books and taking part in 'karate reading challenges' to earn reading rewards.

Teachers check pupils' learning effectively, which helps pupils to learn well. Pupils are knowledgeable about the subjects they are taught. For example, in computing, Year 6 pupils can use a code to make objects move at different speeds. They know how to debug a code when they make a mistake. Teachers help pupils to catch up quickly if they start to fall behind. Leaders and teachers work closely with parents of pupils with special educational needs and/or disabilities (SEND). Staff support pupils in taking the steps they need to learn well.

All staff have high expectations of pupils' behaviour and attitudes to learning. The

stimulating curriculum helps this greatly. Pupils settle to work quickly with little fuss. This is because they are curious and keen learners.

The school provides exceptional opportunities for pupils' positive personal development. In personal, social and health lessons, pupils confidently share their ideas and feelings. They understand that it is important to stand up for what they believe in. Pupils enjoyed a visit from a local Member of Parliament to discuss political issues. The school offers a wide range of exciting and well-attended clubs, such as sports, art and choir.

Leaders also inspire teachers to learn. We found a positive team spirit in the school. Staff told us that leaders are considerate and supportive of their well-being and workload. Governors fully support the school and are closely involved in its work.

Parents and carers are keen to support their children and appreciate the school's guidance. Parents are proud of the school. Their typical comments included, 'My child has blossomed at the school' and 'I cannot recommend the school highly enough.'

In the Reception classes, the youngest children are provided with many activities to help their development. Children listen carefully and follow instructions well. Children are helped to develop their communication skills. They enjoy listening to, and retelling, stories such as 'The Little Red Hen'. Children practise writing using chalk or cotton buds and water. Children socialise well. They learn to take turns, such as when they are in the role-play shop and car wash. Children build towers with bricks and count carefully. They can explain which tower is taller or shorter, and why.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' welfare and safety are of utmost importance to everybody. Pupils learn how to keep themselves safe. They enjoy trips to 'Lifeskills' in Bristol, where they find out what to do in an emergency.

Staff have good partnerships with families and outside support agencies. They know pupils very well and take prompt action when they have concerns. This makes sure families get any help they need.

The school provides helpful information to parents. For example, leaders run workshops to help parents understand how to keep their children safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the majority of subjects, pupils are well supported to practise, build on and secure their skills and knowledge. This prepares them for the next stage in their learning. However, in a few subjects, leaders do not check teaching sequences in the same depth as other subjects. Leaders should further develop these checks to assure themselves that the curriculum is well planned in the full range of subjects.
- Leaders work closely with pupils and families to emphasise the importance of regular attendance. This has brought about recent improvements. However, despite the school's support, a minority of pupils are frequently absent. Leaders should maintain their focus on improving attendance, so that pupils fully benefit from the exciting and rich curriculum on offer.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	132199
Local authority	South Gloucestershire
Inspection number	10111473
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	291
Appropriate authority	The governing body
Chair of governing body	Ken Thomas
Headteacher	Rob Cockle
Website	www.abbotswoodprimary.org.uk
Date of previous inspection	13–14 June 2017

Information about this school

- The school is an average-sized primary school. There are several mixed-age classes. Children in the early years are taught in two Reception classes.
- The school's executive headteacher is the headteacher of Wick Church of England Primary School. The school also has a head of school.
- The large majority of pupils are White British.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils receiving support for SEND is broadly in line with the national average.
- The school runs a breakfast and after-school club.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the executive headteacher and other senior leaders, including the head of school, the early years leader and the special educational needs coordinator. We met with representatives of the governing body and had a

separate meeting with a local authority representative.

- The inspection focused deeply on reading, mathematics, science and physical education. We met subject leaders for these subjects and undertook joint visits to observe learning. We also talked to pupils and teachers.
- We reviewed leaders' checks on the suitability of staff to work with children. We looked at attendance information, behaviour logs and safeguarding records. We held discussions with senior leaders about safeguarding.
- We met subject leaders for computing, music and personal, social and health education (PSHE). We observed learning in PSHE, computing and outdoor education. All other subjects were considered as part of the inspection.
- We spoke informally with pupils and observed their behaviour at various times during the day, including break and lunchtime and in the breakfast club.
- Inspectors met several parents at the start of the day, to gain their views of the school. We reviewed 74 responses to the online survey, Parent View, and 50 additional free-text comments. We also took account of 13 responses to Ofsted's online staff questionnaire and one response to the pupil questionnaire.

Inspection team

Catherine Beeks, lead inspector	Ofsted Inspector
Tonya Hill	Ofsted Inspector
Steph Matthews	Ofsted Inspector

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