

Inspection of Olveston Church of England Primary School

Elberton Road, Olveston, Bristol, South Gloucestershire BS35 4DB

Inspection dates: 5–6 November 2019

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

What is it like to attend this school?

Pupils told us that they really enjoy coming to school. They said that their teachers take time to get to know them well. We found that the school has high expectations of what each pupil can achieve, both academically and personally.

Pupils enjoy their learning. They talked to us about how they enjoyed different subjects with great enthusiasm and confidence. Pupils aspire to achieve their best from the moment they start school. All pupils speak positively about not giving up when they find something challenging.

Pupils behave well. They say that there is no bullying and if issues do occur, teachers help them to sort out any problems quickly. Pupils talked positively about the number of trips and visits that are on offer to them. They also appreciate the range of clubs, such as those for art, sports and drama, which are all well attended.

School leaders are very proud of the strong community feel exists throughout the school. Older pupils, for example, really enjoy carrying out their 'buddy' responsibilities to help younger pupils. Pupils also enjoy learning about their village and take an active role in ensuring that their school plays a key part in village life. For example, the school has a partnership with the local church.

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

Pupils at Olveston receive a good quality of education. Leaders have a clear understanding of what they want pupils to be able to do. They have carefully planned each subject. As a result, pupils develop strong knowledge and skills across a range of subjects. Leaders have provided good training to make sure that teachers are confident in subjects such as history and music.

Teachers told us that they love working at this school. They appreciate the time they are given to work together to develop what they teach. Teachers also state that leaders consider their workload.

Pupils enjoy their topic work. Year 5 pupils were able to describe in detail their knowledge about the First World War. Pupils explained how they used this knowledge to create portraits in art.

In some subjects, however, such as science and physical education (PE), teachers do not always develop pupils' knowledge and skills well. Consequently, pupils sometimes struggle to explain new words and concepts.

Leaders and teachers are determined that every pupil will learn to read. Younger pupils learn phonics as soon as they start school. They use this knowledge well when reading. Teachers are very confident and accurate in teaching phonics. Staff identify pupils who struggle with reading quickly. They provide strong support to

help them to catch up. Pupils told us that they enjoy reading and are encouraged to read at home. The teaching of phonics in this school is a strength.

Mathematics teaching is well planned. Pupils make good progress across year groups. They build on their previous knowledge of mathematics so that they can reason and solve problems with increased confidence. Teachers use assessment effectively to ensure that no pupils are left behind.

The curriculum caters well for pupils with special educational needs and/or disabilities (SEND). These pupils are fully involved in lessons. They are supported in class by teachers who know them well. The special educational needs coordinator (SENCo) provides appropriate and timely support. Pupils with SEND achieve well.

Pupils are given a wide range of opportunities to develop spiritually, morally and socially. Pupils talked confidently about how the school helps them to become caring, responsible and active citizens. However, pupils were less confident when talking about other cultures and faiths. Leaders do not provide enough opportunities for pupils to develop an understanding of different cultures.

Governors are good critical friends to leaders. They have a detailed view of the school and use this to hold leaders to account.

Children in early years are extremely happy and safe. They show high levels of concentration in their chosen activities. For example, we saw children confidently climbing a high wall frame in gymnastics. They showed determination to find different ways of moving in and out of the frame, but also worked hard to help each other. The development of pupils' personal, social and emotional intelligence is a strength. Staff keep parents and carers well informed about their children's learning and development. Parents and carers speak highly of the start their children make.

Safeguarding

The arrangements for safeguarding are effective.

Staff take pupils' safety and well-being seriously. They know what to do if they think that a pupil is at risk. Staff undertake regular training to keep up to date with current guidance. Leaders work closely with other agencies and are not afraid to challenge decisions that have been made to ensure that pupils are safe.

Leaders ensure that pupils are also aware of how to keep themselves safe. Pupils feel safe in school and are taught how to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Although leaders plan subjects well, some subjects do not develop pupils' knowledge, skills and understanding as effectively. Leaders need to ensure that subjects such as science and PE develop pupils' knowledge and skills so that pupils learn more and remember more.
- Leaders need to ensure that pupils' cultural understanding continues to be developed by broadening the opportunities that are given to pupils to learn about different cultures and faiths.

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	109170
Local authority	South Gloucestershire
Inspection number	10088339
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	The board of governors
Chair of governing body	Andrew Hollingdale
Headteacher	Amanda Luke
Website	www.olvestonschool.co.uk
Date of previous inspection	2 May 2018

Information about this school

- This is a Church of England school and is part of the Diocese of Bristol. A Statutory Inspection of Anglican and Methodist Schools (SIAMS) took place in March 2016.

Information about this inspection

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

- Inspectors held meetings with the headteacher, senior and middle leaders (including the SENCo), and members of the governing board.
- Inspectors focused deeply on early reading, mathematics, music, PE and history. Inspectors also sampled worked in geography, art and science. Inspectors held discussions with senior leaders and subject leaders with responsibility for those subjects, undertook lesson visits, looked at pupils' work and held discussions with pupils and teachers.
- Inspectors also looked at a range of policies and documentation related to school improvement planning, at the quality of provision in early years, and planning in the wider curriculum across the whole school.

- Inspectors looked at safeguarding procedures and records of safeguarding and behaviour. Inspectors spoke to staff about pupils to evaluate their understanding of safeguarding procedures, and checked pupils' attendance.
- Inspectors observed pupils' behaviour in classrooms and around school. Inspectors also spoke to pupils about their school life and their views on personal development and behaviour.
- Inspectors spoke to parents, and considered 70 responses to Ofsted's online and free-text survey (Parent View), 51 responses to the pupil survey and 16 responses to the staff survey. Discussions with staff were also considered.

Inspection team

Ben Jordan, lead inspector	Ofsted Inspector
Emma Jelley	Ofsted Inspector

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