

# Inspection of a good school: Abbeymead Primary School

Mead Road, Abbeymead, Gloucester, Gloucestershire GL4 5YS

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Inspection dates:

17 and 18 November 2021

## **Outcome**

Abbeymead Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

## **What is it like to attend this school?**

Pupils are eager learners. They are proud of what they remember from previous lessons and want to know more. Teachers present learning in ways which excite pupils' interest and encourage them to think.

Leaders and governors make certain all pupils have the best chance to succeed academically and thrive personally. Pupils and children in the early years eagerly take part in the 'Ready for Life' curriculum and awards. These encourage them to develop good attitudes and worthwhile interests beyond the classroom. Among other attributes, they learn to be curious and to be good citizens.

Pupils, staff and parents are proud of the behaviour in the school. Effective pastoral and learning support help any pupil whose behaviour could be challenging to be well integrated into every aspect of school life. Pupils say there is no bullying. They believe this is because there are many ways to seek help. They can use a 'green card' or talk to a mentor or anti-bullying ambassador.

Staff in the early years encourage children's independence. For example, children are confident to learn in the school's 'wild area'. All subject leaders work with the early years teachers to lay strong foundations for children's learning.

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

The school's commitment to inclusion starts with their curriculum. Curriculum plans identify the essential knowledge pupils need to gain in every subject. There is clarity about how leaders adapt plans so that pupils with special educational needs and/or disabilities (SEND) can take a full part in the curriculum. The school's intention to overcome disadvantage is explicit.

Subject leaders have secured teachers' understanding of the curriculum. Teaching is consistently effective. In history, for example, teachers present complex concepts clearly, and pupils understand them. Older pupils remember the diary of Samuel Pepys from their Year 2 history lessons. They know the diary is a primary source of information about the plague and the Great Fire of London, because Pepys was there. Year 4 pupils can explain how bias accounts for the different views held about Henry VIII. Year 6 pupils know why the Battle of Britain happened. Pupils, including those who are disadvantaged, are building up a bank of knowledge to take into their future learning.

From the 'book swap' shelf at the school entrance, to the five favourite stories chosen for each year group, school leaders show their commitment to developing pupils' enjoyment of reading. In early years, children eagerly visit the book corner to read and talk about books. All teachers build pupils' knowledge of reading through high-quality children's literature.

Across their time at the school, pupils learn to read exceptionally well. All staff are fully trained in how to teach phonics. Children in the early years already know enough sounds to read simple words. Pupils in Years 1 and 2 understand and can use phonics to read accurately. Across the school, there is extra teaching for any pupil who cannot read at the level they should. Leaders and staff know that after the recent disruptions to schooling, enabling all Year 2 pupils to transfer their phonics knowledge in order to become sustained and fluent readers remains a top priority.

Teachers use assessment sharply. This is particularly evident in mathematics. Pupils are quickly moved on as they grasp new learning. Teachers identify when pupils are struggling and present the learning in different ways to help them understand. Children get a good start in mathematics in the early years. In all classes, the curriculum is challenging. All pupils, including those with SEND, learn how to think through a problem and explain their ideas.

By Year 6 pupils know what they should know in almost every subject. In art, for example, their sketch books show that they use knowledge of artists and different media to plan complex artwork. However, the school's curriculum for modern foreign languages has changed to Spanish from French. Older pupils have learned some vocabulary but do not know enough grammar to communicate effectively.

Staff are highly committed to the school's programme for developing pupils' personal development. Many take on the role of a personal mentor to pupils who need help to take part in what the school offers. Governors commit funding to support the inclusion of all. Free breakfast club places, individual copies of the class books and grants for uniform are part of this offer. Leaders develop ways to support pupils' physical and mental well-being, including working directly with parents. Teachers are confident to talk with pupils about current issues such as 'Black Lives Matter' and the work of Marcus Rashford. They are preparing pupils to understand what it means to live in modern Britain.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have undertaken extensive training to ensure that they can identify and respond to concerns that pupils may be at risk. Staff are vigilant and report concerns promptly. Leaders maintain good records. Leaders work with a broad range of agencies to gain support for families.

Governors make regular visits to review the school's procedures. The records of checks carried out to ensure that adults are safe to work with pupils are well kept.

Parents value the help the school has given them, particularly during periods of lockdown.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- The curriculum for modern foreign languages (Spanish) is relatively new. Older pupils do not have the grasp of the language that would be expected for their age. Leaders should ensure that they securely embed the curriculum so that pupils acquire the grammar that they need to use the language effectively.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in September 2016.

## 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 information from Ofsted Parent View 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 are the school and you are 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

<b>Unique reference number</b>	115601
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10205765
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	446
<b>Appropriate authority</b>	The local authority
<b>Chair of governing body</b>	Nicola Pollard
<b>Headteacher</b>	Julian Pass
<b>Website</b>	<a href="http://www.abbeymead.gloucs.sch.uk">www.abbeymead.gloucs.sch.uk</a>
<b>Date of previous inspection</b>	28 September 2016, under section 5 of the Education Act 2005

## Information about this school

- There are three classes in the current Year 5. Otherwise, the school is two-form entry.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation.
- The inspector met with the headteacher and senior leaders. She also met with subject leaders. She met with a range of leaders who are responsible for the school's pastoral and personal development programmes.
- The inspector met with a group of governors, some of whom through a remote meeting. She held a telephone conversation with a representative of the local authority.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector met with subject leaders, visited lessons, talked to pupils and looked at pupils' work. The inspector reviewed other subjects in

the curriculum through talking to pupils. She observed adults reading with pupils in Year 1.

- The inspector met with a group of teachers to gain their views of the curriculum. She took account of the 46 responses to the online survey for staff.
- The inspector reviewed the school's policies and procedures used to keep pupils safe. She discussed safeguarding with staff.
- The inspector met with parents and carers at the start of the school day and took account of 87 responses to the online survey, Ofsted Parent View.

### **Inspection team**

Wendy Marriott, lead inspector

Ofsted Inspector

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