

Inspection of Severnbanks Primary School

Naas Lane, Lydney, Gloucestershire GL15 5AU

Inspection dates: 30 November and 1 December 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade **Good**

What is it like to attend this school?

Severnbanks Primary School is at the heart of its community. Leaders want all children to do as well as they can. Leaders prioritise pupils' health and well-being. They focus on developing pupils' language and reading.

Staff establish strong relationships with pupils and their parents and carers from as early as possible. These relationships form the bedrock of all that goes on in the school, and contribute to the safe, caring culture. As a result of this, pupils behave well, work hard and learn well.

Pupils are taught about their rights, and the importance of respecting others. They value the opportunity to take part in decision-making through the school councils. Pupils take part in a wide range of other activities, such as clubs, music and raising money for charity. These opportunities help children to become full members of their community.

The school teaches children how to be safe. Pupils value this. They report that they feel safe and have no concerns about bullying.

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

Since the previous inspection, leaders have improved support for pupils with special educational needs and/or disabilities (SEND), and the rate of pupils' attendance. Leaders' plans to improve the school have been carried out effectively, and this has been carefully checked by governors.

In Nursery and Reception, teachers focus on the development of children's speech and language. They use sounds, rhymes and stories to capture children's interest. Children are happy and confident in these classes and soon develop their independence. Pupils with SEND receive well-planned support to help them learn and develop. The teaching of phonics starts as soon as possible, and children learn well throughout Reception and key stage 1. Staff ensure that pupils have the knowledge they need so that pupils can confidently read and understand their books.

Reading is at the centre of the curriculum. In reading lessons, teachers focus on developing pupils' vocabulary and understanding. The books they choose to read to the class are inspiring and pupils enjoy reading lessons. Staff are well-trained and supported to teach reading and other aspects of English.

'Learning journey' documents show clearly what will be taught in each subject from Reception to Year 6. Teachers use this clear guidance well in nearly all subjects. However, in a couple of subjects, teachers are less confident. They have not had sufficient training. Subject leaders do not check how well pupils are remembering their learning in these subjects. As a result, a few pupils' misconceptions go unchallenged.

Leaders and teachers have high expectations for all pupils' achievement. Leaders of special educational needs work with parents and teachers to set ambitious targets for pupils with SEND. Teachers adapt what they do to help pupils achieve their targets.

The school's approach to managing behaviour is effective, especially in Reception and key stage 1. Incidents of poor behaviour are not frequent, but teachers deal with them when they do happen. Pupils have a clear understanding of bullying and are confident that it will be dealt with if it occurs. Leaders work well with parents and external agencies to improve pupils' attendance when it is too low.

Pupils are taught about how to be physically and mentally healthy and about positive relationships. The school's work as a Rights Respecting School supports pupils to understand right and wrong. This teaching helps them to prepare for their future lives.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff have the necessary pre-employment checks before they begin working at the school.

Staff have regular training on how to keep children safe, and how to report any concerns. Leaders take prompt action when any concerns are raised. They make sure that staff know that this has taken place. Leaders work with external agencies, following up concerns diligently, to make sure that children and families get the support they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In most subjects, leaders check pupils' learning carefully. However, in a small number of subjects, leaders do not know whether the pupils are learning the curriculum well. Leaders should ensure that careful checks are made on pupils' learning in all subjects.
- Teachers receive effective training and support in most subjects, but not in all. This means that a few pupils do not learn well in some subjects. Leaders should ensure that there is a strong programme of staff training and support, so that teachers become confident in teaching all subjects.

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

Unique reference number	139165
Local authority	Gloucestershire
Inspection number	10200998
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	255
Appropriate authority	The board of trustees
Chair of trust	Roderick Johnson
Headteacher	Sara Poole
Website	www.severnbanksprimaryschool.co.uk
Date of previous inspection	7 November 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up her post in January 2020. The leadership team is newly formed since then.
- The school has a Nursery class that takes three- and four-year-old children.
- The school is currently a stand-alone academy. Agreement is in place for the school to join a multi-academy trust at the end of February 2022.
- The school does not use any alternative providers.

Information about this inspection

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

This was the first inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and languages. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- The lead inspector considered responses to the pupil and staff surveys. The lead inspector also considered the 13 responses to Ofsted Parent View, including free-text responses.

Inspection team

Tom Morrison, lead inspector	Ofsted Inspector
Hilary Goddard	Ofsted Inspector
Spencer Allen	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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