

Inspection of Primrose Hill Church of England Primary Academy

School Crescent, Lydney, Gloucestershire GL15 5TA

Inspection dates: 13 and 14 July 2022

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

What is it like to attend this school?

Pupils' behaviour is exemplary. They are polite, kind and always show respect to their peers and adults. Pupils are determined that everyone is treated equally.

Each year, pupils complete 'Life in all its fullness' challenges. These activities equip pupils with the knowledge, skills and experience to become successful global citizens. Pupils are empowered to take on roles of responsibility, such as the Kaleidoscope group. They are confident when expressing their opinions but recognise the importance of listening to each other. Pupils' well-being and welfare are given as high a priority as their academic achievement.

Pupils appreciate the breadth of wider opportunities that are on offer to them. The many sporting and musical events, such as cheerleading, help to develop pupils' talents and interests successfully. Pupils know how to be physically and mentally healthy.

Many parents describe the school as having a 'strong community ethos'. For example, the Primrose Pantry was set up to support families in need. Pupils say they feel safe. They understand the difference between bullying and falling out with their friends. If pupils have worries, they are confident that staff will help them. Parents say this is because staff know their children extremely well.

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

Leaders, including governors and trustees, are ambitious for pupils. They have high expectations for pupils' learning. This vision is shared by staff. Together, they have crafted a broad and balanced curriculum from the early years through to Year 6. Curriculum leaders have in-depth knowledge of their subjects. They ensure that teachers' planning is logically sequenced to build on pupils' prior learning, including those with special educational needs and/or disabilities (SEND), well. This is particularly strong in reading, writing, mathematics and science.

The teaching of phonics is effective. Staff's phonic knowledge is secure. The books pupils read match the letters and sounds they know. This helps pupils to develop their reading speed and accuracy well. Pupils who need additional help to secure their phonic knowledge are identified swiftly and supported well with extra phonics lessons and regular reading practice.

Staff nurture children's love of reading from the start. In the early years, staff skilfully plan the learning environment to immerse children in the story. For example, after listening to the story 'What the ladybird heard', children dress as bumble bees, using a magnifying glass to look for insects. Pupils enjoy reading. Year 5 pupils say they are inspired by the books they read in class to write their own stories. Teachers model reading and discuss a wide range of books purposefully. This helps to develop pupils' comprehension skills well.

Teachers regularly check pupils' recall of prior learning. Where teachers use this assessment information effectively, misconceptions and gaps in pupils' knowledge are rectified quickly. For example, in mathematics, teachers put additional practice sessions in place to ensure pupils secure their knowledge of the mathematical concept being taught. This helps pupils to build their knowledge successfully over time.

However, there are a few subjects where the essential knowledge has only recently been identified in the curriculum. Therefore, the essential knowledge is not broken down into small steps that pupils must take to reach the planned outcomes. This makes it difficult for teachers to plan and check precisely what pupils must know and remember.

Pupils with SEND are identified accurately. Appropriate support is put in place swiftly. Staff are advised well by leaders of SEND and external agencies on how to adapt learning activities successfully. For example, pupils use personalised resources to help meet their needs. Individual targets are reviewed frequently to ensure pupils continue to receive effective and timely support.

Staff have consistently high expectations for pupils' behaviour. This begins in Reception Year, where children are shown how to share, take turns and get along with others. They quickly gain the skills needed to work together and make friends. Some pupils need help to understand and manage their emotions and feelings. Staff are quick to spot who needs this additional support. This work is successful.

Leaders recognise the importance of broadening pupils' experiences to reduce barriers caused by disadvantage or individual need. For example, they support parents to improve their children's attendance when needed. Pupils know how the school values help them to make the right choices in life. They understand the importance of democracy, justice, tolerance and respect. This is developed through discussion, debates and the experience of voting for the head boy and head girl. Pupils talk about different cultures and religions with sensitivity and maturity. They know how they can contribute positively to society.

The well-being of pupils, parents and staff has a high profile at the school. Staff appreciate leaders' consideration and support. Staff feel valued in return.

Safeguarding

The arrangements for safeguarding are effective.

Appropriate safeguarding checks are completed before staff and volunteers begin working at the school. Leaders check recruitment records regularly to ensure they are up to date and accurate.

Leaders are tenacious in their drive to keep pupils safe. Staff know how to report and record concerns correctly. Leaders are quick to follow up concerns for pupils' safety and welfare. They work with external agencies successfully.

Pupils know how to keep themselves safe, including online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment of pupils' knowledge, skills and vocabulary across foundation subjects is not matched to the core curriculum content sufficiently well. This means teachers cannot accurately identify pupils' strength and gaps in knowledge in these subjects. Leaders must ensure that assessment across the foundation subjects helps teachers to build on pupils' knowledge over time effectively.

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	139643
Local authority	Gloucestershire
Inspection number	10210960
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	209
Appropriate authority	Board of trustees
Chair of trust	Hilary Dawson
Headteacher	Emma Mignaud
Website	www.primrosehillcofeacademy.org.uk
Date of previous inspection	28 and 29 September 2016, under section 5 of the Education Act 2005

Information about this school

- Primrose Hill Church of England primary academy is part of the Diocese of Gloucester Academy Trust.
- The headteacher was appointed in September 2019.
- The school does not use alternative providers.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- The inspectors met with the headteacher, the deputy headteacher, staff, pupils, the deputy chief executive officer, a trustee, governors, including the chair of governors, the school improvement partner and a representative from the Diocese of Gloucester.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.

- The inspectors carried out deep dives in these subjects: reading, mathematics, art and design, and physical education. For each deep dive, the inspectors discussed the curriculum 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.
- The inspectors reviewed the school's safeguarding documentation, including records of safeguarding checks carried out on staff working at the school. They considered how well the designated safeguarding lead acts on concerns about pupils' safety and welfare. The inspectors spoke to pupils, staff and governors about safeguarding practices.
- The lead inspector considered the responses to Ofsted's online survey, Parent View. She also took into consideration the responses to the surveys for staff and pupils.

Inspection team

Marie Thomas, lead inspector

Her Majesty's Inspector

Martin Greenwood

Ofsted Inspector

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