

Inspection of a good school: Oldbury on Severn Church of England Primary School

Church Road, Oldbury-on-Severn, Thornbury, Bristol BS35 1QG

Inspection date: 20 October 2022

Outcome

Oldbury on Severn Church of England Primary School continues to be a good school.

What is it like to attend this school?

'Oldbury School is a gem.' This is the view shared by many parents, and characterises what it is like to be a pupil at this school. Pupils told inspectors that they love coming to school. They feel safe, feel well looked after and appreciate all that the staff do for them. Inspectors discovered that leaders have high expectations of what each pupil can achieve, including those with special educational needs and/or disabilities (SEND).

Pupils enjoy their learning across a range of subjects. Pupils told inspectors how forest school is a firm favourite, where they can take risks, for example by building fires safely. These lessons help build pupils' confidence and self-esteem. Parents speak positively about the school's curriculum and appreciate 'the varied and creative learning styles, such as forest schools, outdoor classrooms and child-led extra-curricular activities'.

Adults have high expectations of behaviour. Pupils respond well to this. They say that bullying is extremely rare. However, they are confident that adults in school would deal with it quickly. Pupils say there is always an adult in school they can talk to.

School leaders are proud of the inclusive family feel that exists throughout, which parents and pupils appreciate.

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

Leaders strive to provide the very best education and care for pupils at Oldbury School. Despite significant staffing changes, pupils have broad learning experiences. Leaders are ambitious to ensure the 'OUR' (Oldbury's Unique Response) curriculum meets the needs of pupils. This continues to raise staff's aspirations. Pupils are learning more now than before. Pupils with SEND learn the same curriculum content and have the same opportunities as their classmates. Teachers adapt the work carefully to allow pupils to experience success. However, in previous years, the curriculum did not include everything that pupils needed to know and remember in every subject. Considerable work is happening to put this right, but leaders recognise there is still more to be done.

Adults told inspectors that they love working at Oldbury. They appreciate the partnership work with Olveston CE Primary and the time and training they receive. This time allows staff to work together to develop what and how they teach. Leaders are mindful of staff's workload and consider ways to help them manage this.

The school has a caring ethos, based on the values of care and community, joy and growth, and friendship and respect. These values are evident throughout the school. Adults teach pupils to be kind. Pupils are polite, courteous and well mannered. There is a calm and orderly atmosphere in school and on the playground.

Leaders and teachers expect every child to become a fluent reader. Younger children learn phonics from the start. They use this knowledge well when they read. Staff receive high-quality training in phonics and early reading. This training gives them the knowledge and confidence to teach early reading with skill. Pupils who struggle are swiftly identified. Staff provide help and support to enable them to catch up.

Pupils enjoy reading. They are encouraged to read daily at home. Parents welcome the support they receive to help their children. For example, they watch videos that model the sounds children need to learn. Leaders invest in high-quality books, which can be found everywhere across the school. Teachers read to pupils frequently. This is an enjoyable time for both pupils and adults. Younger children enjoy joining in with familiar stories, such as 'The Enormous Turnip' and 'We're Going on a Bear Hunt'.

Leaders have crafted a well-planned mathematics curriculum that builds on pupils' prior knowledge. Pupils are confident in mathematics and can reason and solve problems with increasing confidence. However, as in other subjects, pupils' work is sometimes untidy. This untidiness leads to avoidable errors in some of their calculations.

Staff weave pupils' spiritual, moral and social education throughout the curriculum. For example, pupils speak with knowledge about other cultures, faiths and backgrounds. They understand the importance of respect and know the difference between right and wrong.

Pupils immerse themselves in all that the school has to offer. They take on extra responsibilities with pride. For example, they enjoy being elected as school ambassadors. Pupils appreciate how leaders involve them in decision-making. They relish taking part in a range of clubs and wider opportunities. These include a wide range of trips linked to the curriculum and clubs which include art, book and film club.

Safeguarding

The arrangements for safeguarding are effective.

Leaders create a strong safeguarding culture. They ensure that keeping pupils safe is everyone's responsibility, with the mantra of 'it could happen here'. Staff are confident in the actions to take if they identify any concerns, and know the procedures to follow. Leaders make timely and well-informed decisions to get pupils and their families the help they need. Governors regularly check the effectiveness of the school's work, including safer recruitment procedures.

Pupils learn how to keep themselves safe. They know ways to stay safe online and understand the importance of leading a healthy and active lifestyle.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the curriculum is not implemented as effectively as in others. As a result, teachers do not take account of the precise knowledge pupils need to learn and remember. Leaders need to ensure that their plans to strengthen these subjects are implemented effectively.
- Staff do not have high enough expectations for pupils' presentation of work. This means that some pupils make errors and work is poorly presented. Leaders should ensure that teachers have consistently high expectations of how pupils present their work in all subjects.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2017.

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.

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

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| Unique reference number | 109169 |
| Local authority | South Gloucestershire |
| Inspection number | 10240918 |
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 49 |
| Appropriate authority | The governing body |
| Chair of governing body | Jo Dent |
| Head of school | Lee Dunn |
| Website | www.oldburyschool.org.uk |
| Dates of previous inspection | 6 and 7 June 2017, under section 8 of the Education Act 2005 |

Information about this school

- Oldbury is a small school with two classes.
- The school is working in partnership with Olveston CE Primary. There is an executive headteacher, who works across both schools.
- There has been a change of school leadership since the last inspection in 2017.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the head of school, the executive headteacher, other school staff and two members of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult. Story time was visited in Reception Year and key stage 1.
- Inspectors reviewed the school's safeguarding documentation, including the safeguarding checks carried out on staff working at the school. They considered how well the designated safeguarding lead acts on concerns about pupils' welfare and safety. Inspectors talked to pupils, staff and governors about how the school keeps everyone safe.
- The lead inspector held a telephone conversation with the school achievement adviser.
- The lead inspector considered key documentation, including school self-evaluation and school improvement plans.
- Inspectors observed pupils' behaviour in lessons and around the school site. An inspector met with the head of school to discuss how they respond to behaviour incidents and pupils' attendance.
- Inspectors considered the responses to the online survey, Ofsted Parent View, including free-text replies. The lead inspector spoke with a parent at the beginning of the school day.

Inspection team

Jen Southall, lead inspector

His Majesty's Inspector

Richard Vaughan

Ofsted Inspector

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