

# Inspection of Elmlea Infant School

Elmlea Avenue, Westbury-on-Trym, Bristol BS9 3UU

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Inspection dates: 28 and 29 March 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5  
of the Education Act 2005

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

Pupils flourish at Elmlea Infant School. They achieve extremely well. Pupils fully understand how the school's values help them to be kind, respectful and eager to learn. Parents and carers speak highly about the school's community feel and the care and attention that staff show towards pupils.

Staff have high expectations for pupils' behaviour and conduct. Pupils rise to this. They are welcoming, polite and courteous. Pupils' behaviour in classrooms and during social times is excellent. This starts in the early years where children follow instructions, play well and show high levels of respect to one another.

Pupils feel safe and value the positive relationships they have with staff. They trust adults to listen and help them with any worries they have. Pupils say that bullying is rare. If it were to occur, they are confident that staff would deal with it quickly.

Pupils enjoy a wide range of clubs, such as construction, choir and gymnastics. They are proud of the many opportunities they have to become eco-stars, brave hearts and members of the school council. Pupils say that these roles enable them to help others and to make the school a better place.

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

Leaders and staff ensure that all pupils, including those with special educational needs and/or disabilities (SEND), receive an outstanding quality of education. Leaders have created a broad and rich curriculum that is designed exceptionally well. In all subjects, they have carefully considered what pupils need to know and when they need to know it.

Staff have the expertise they need to teach the curriculum effectively. Teachers use their strong subject knowledge well to build pupils' understanding and to help them remember important information. Pupils learn exceptionally well across the curriculum. For example, in physical education (PE), they talk confidently about how to keep possession of a ball in a game. In geography, pupils expertly use what they have learned before about the continents when locating places on a world map.

Leaders prioritise reading. Staff and pupils share a love of reading. Pupils read a wide range of texts with increasing fluency and accuracy. They talk enthusiastically about how reading helps them to learn more facts, such as the causes of The Great Fire of London.

Children begin learning phonics as soon as they start school. They learn new words well and confidently use this knowledge in their writing. Books that pupils read match the sounds they learn, which helps them to gain confidence. All staff benefit from the training they receive to teach phonics and reading very well. They skilfully

check pupils' phonic knowledge and quickly spot those who need help. If pupils fall behind, they receive the support they need to help them to catch up quickly.

The mathematics curriculum is equally ambitious. Teachers routinely recap on previous learning. They expertly provide clear explanations and model vocabulary. This means, for example, that children in the early years can confidently describe patterns when they are doubling numbers. Older pupils build on this strong start. They confidently use their knowledge of multiplication when solving more complex problems involving money.

Leaders are ambitious for what pupils with SEND can achieve. They work closely with parents and a range of agencies to ensure that pupils receive the help they need. Pupils' support plans are precise and regularly reviewed. As a result, pupils with SEND learn the same ambitious curriculum as their peers.

Pupils' attitudes towards their learning are exemplary. This starts in the early years. Children listen carefully, take turns and show high levels of independence. The environment in classrooms and around the school is calm and productive.

Leaders prioritise the wider development of pupils. Pupils develop their sense of character by raising money for charities. They understand that people are different and why it is important to treat everyone equally. Pupils talk confidently about fundamental British values, such as the rule of law and democracy. They understand why it is important for everyone to have their say and that rules keep them safe.

Trustees and governors are ambitious for the school. They are not complacent and continuously strive for improvement. Governors know the school well and robustly hold leaders to account for their actions. Staff are proud to work at the school. They value the time they receive to develop their subjects. Staff appreciate how leaders consider their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a strong safeguarding culture with the mantra 'it could happen here'. They provide staff with up-to-date safeguarding training. Staff use this well to spot the signs that may indicate a pupil is at risk and act quickly. Leaders work well with a range of professionals to help vulnerable pupils and their families. They carry out the necessary checks on the suitability of staff to work with pupils.

Pupils know how to keep themselves safe in the real and online world. They understand the importance of sharing any concerns with a trusted adult and not sharing personal details online.

## 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

<b>Unique reference number</b>	147476
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10256635
<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	270
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Adrienne Gallagher and Simon Coulson
<b>Executive Headteacher</b>	Lorraine Wright
<b>Website</b>	<a href="http://www.elmleaschoolstrust.com">www.elmleaschoolstrust.com</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Elmlea Infant School converted to become an academy school in September 2019. When its predecessor school, Elmlea Infant School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is part of the Elmlea Schools' Trust.
- The school does not use any alternative provision.

## Information about this inspection

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

- 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 executive headteacher, senior leaders, the special educational needs coordinator and inclusion lead, groups of staff, representatives from the local governing body, and members of the trust board. The lead

inspector also held a telephone conversation with the school's improvement adviser.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics, PE and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1 and 2 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. An inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

### **Inspection team**

Ben Jordan, lead inspector

His Majesty's Inspector

Caroline Musty

Ofsted Inspector

Sean McKeown

Ofsted Inspector

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