

# Inspection of a good school: Iron Acton Church of England Primary School

Wotton Road, Iron Acton, Bristol BS37 9UZ

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Inspection date: 4 May 2023

## Outcome

Iron Acton Church of England Primary School continues to be a good school.

## What is it like to attend this school?

Pupils are happy to attend Iron Acton Church of England Primary School. They enjoy their learning. Playtimes are harmonious. All year groups play together well and pupils are considerate of one another. A culture in which there are 'no outsiders' means this is a highly inclusive environment in which pupils thrive.

Pupils behave well. Staff use frequent praise to celebrate pupils' good behaviour and positive contributions. Pupils appreciate the recognition they get. Most strive to meet the high expectations that staff have of them.

Bullying is very rare. Children and parents agree that staff deal with it well when it does happen and so it does not continue.

Parents and pupils alike are very positive about the school. Many describe the school as welcoming and say that all staff are very approachable.

The ethos of the school is about having 'the courage to care'. Leaders enable pupils to live this ethos out. For example, Year 6 pupils act as 'buddies' to children starting in Reception Year and pupils sing at a local dementia café.

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

There is a broad, ambitious curriculum in place at the school. Learning is logically sequenced so that pupils can build on what they already know. Leaders are knowledgeable and passionate about the subjects that they lead. They support other staff so that they have the knowledge they need to teach all subjects well.

Children in Reception Year develop independence. Staff model early language and communication skills well and introduce mathematical concepts in a way that enthuses children. This builds a strong start for key stage 1.

Teachers check pupils' learning and adapt teaching based on this. However, sometimes explanations and learning activities are not precise enough for all pupils to learn as quickly as they could.

All staff have the knowledge they need to teach early reading. Pupils are given books that are matched closely to the sounds they can read. This helps them to practise what they have learned. Pupils who are falling behind with their reading are identified quickly. They get the help that they need to catch up.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders seek advice promptly when they need further support in order to meet the needs of individuals. Staff understand pupils needs and ensure they meet them. As a result, pupils with SEND learn well.

Staff re-enforce expectations of behaviour often through praise and recognition. A very small number of pupils do not consistently meet leaders' high expectations. Staff support them to understand how to behave. As a result, most improve their behaviour rapidly. There is rarely any disruption to learning.

Clubs, sporting activities, school events and visits enhance pupils' learning and wider development. Pupils recall with enthusiasm trips such as fossil hunting and to a science fair. Many pupils, including those with SEND or who are disadvantaged, take part in school clubs and music lessons. A variety of roles enable pupils to develop their leadership. For example, 'Worship Warriors' lead assemblies and help their peers to explore moral dilemmas.

Pupils know how to stay healthy, both physically and mentally, and of the importance of healthy foods. They learn about people of different faiths and backgrounds. As a result, most pupils demonstrate tolerant and respectful attitudes to others. They relish opportunities to be involved in the wider community. For example, most pupils enjoy taking part in the village's annual May Day celebration.

Governors are extremely knowledgeable. They know the school's strengths and development areas and understand how best to provide support and challenge. Staff appreciate steps taken by leaders to help them to manage their workloads. They feel well supported.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff know what to do if they have a concern about a pupil. All staff are vigilant for signs that a pupil might be at risk of harm. They know what these signs are because of the thorough training they receive.

Leaders are persistent in their efforts to secure support from external agencies when necessary to help pupils and their families.

Appropriate background checks are carried out on staff and volunteers.

Pupils have an age-appropriate understanding of the potential risks to them, including online. They know how to get help if they need it, including from external sources.

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

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

- Sometimes, the work set or the way learning is explained is not precise enough to match the aims of the curriculum. This means that some pupils are not learning new knowledge and skills as quickly as they could. Leaders need to ensure that teachers explanations and the activities chosen for pupils to gain the precise knowledge that they need.

## **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 January 2014.

## **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>	109162
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10287456
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	98
<b>Appropriate authority</b>	Local authority
<b>Chairs of governing body</b>	Kathryn Kempster and Julie Gardener
<b>Headteacher</b>	Mike Riches
<b>Website</b>	<a href="http://www.ironactonprimaryschool.co.uk">www.ironactonprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	14 March 2018, under section 8 of the Education Act 2005

## Information about this school

- The last section 48 inspection of Iron Acton Church of England Primary School was in December 2017. The next section 48 inspection is due before December 2025.

## 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 headteacher, senior leaders, governors and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education.
- For each deep dive 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 met with the designated safeguarding leader, examined school records and discussed safeguarding cases.

- Inspectors considered responses to Ofsted’s online survey for parents, Ofsted Parent View, and the views of staff and pupils in Ofsted’s online survey for staff and pupils.
- The lead inspector spoke to parents as they collected their children from school.

### **Inspection team**

Sarah Favager-Dalton, lead inspector

His Majesty’s Inspector

Matt Fletcher

Ofsted Inspector

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