

# Inspection of a good school: Lydney Church of England Community School

Bream Road, Lydney GL15 5JH

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Inspection dates:

19 and 20 September 2023

## **Outcome**

Lydney Church of England Community School continues to be a good school.

The headteacher of this school is Laura Bailey. This school is part of Severn Federation Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rachel Dare, and overseen by a board of trustees, chaired by Louisa Davies.

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

Pupils are proud of their school. They explain how the values of kindness, friendship and trust are woven into school life. Relationships between pupils and adults are positive. Pupils learn in a caring and harmonious atmosphere. Older pupils enjoy looking after the younger ones at breaktimes. Pupils appreciate how adults make sure everyone feels welcome and safe.

The school has high expectations for all pupils. Pupils know what staff expect of them. In lessons, pupils concentrate well on their learning. They like to learn new and challenging things. Pupils conduct themselves well around the school site. They are confident that adults will resolve any issues quickly.

Pupils value the exciting range of clubs and visits on offer. They take part in musical performances, sporting competitions and residential visits to France. Clubs appeal to a range of interests, including gardening, art and singing. Pupils learn to play at least one musical instrument. The school prepares pupils to be responsible citizens. Pupils enjoy making a difference. They raise money for charity by completing tasks during 'challenge week'. Pupils relish taking on leadership roles at breaktimes and in assemblies.

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

The school has high aspirations for all pupils. The curriculum is ambitious. It clearly identifies what pupils need to learn, from the start of Reception to the end of Year 6. This means that, in most subjects, pupils build on what they know and can do. Pupils progress well through the curriculum and are well prepared for the next stage of learning.

Training has helped staff to sharpen their practice in teaching, reading and mathematics. Teachers have good subject knowledge. They present learning in interesting ways. Teachers' questions help pupils to think deeply. In mathematics, children in the early years learn to count and understand numbers. Older pupils apply their knowledge to solve challenging problems. Staff thoroughly check what pupils know and can do. They use this information to address any misconceptions that pupils develop. They make sure that pupils revisit and recap previous learning so that it is retained over time.

Assessment is at an earlier stage of development in a few wider curriculum subjects. Staff do not always check precisely enough how well pupils have learned the curriculum. As a result, there is not a clear understanding of what pupils know and can do. Some pupils have gaps in their knowledge and understanding as a result.

Books and reading are paramount in the curriculum. Pupils are avid readers. They describe how the 'five a day' reading challenge helps them to value reading. Pupils comment that books 'inspire you and give you ideas'. They enjoy visiting the school library and the reading spaces in their classrooms. Children learn to read as soon as they enter Reception. Staff are skilled at teaching early reading. They check pupils' understanding carefully. Most younger pupils become fluent and confident readers. Those who struggle with reading get the right support to help them catch up.

The school identifies the specific needs of pupils with special educational needs and/or disabilities (SEND). They take advice from external agencies where it is needed. Staff adapt learning so that pupils with SEND can succeed. They access the same curriculum as their peers.

Staff have high expectations of pupils' behaviour. Children in the early years quickly settle into routines that help them learn. This is the foundation for good behaviour later in school. Pupils listen attentively in class and are keen to share their ideas. They enjoy the recognition they receive for good work in celebration assemblies. Pupils who find it more difficult to manage their behaviour receive effective support.

Pupils' personal development is at the heart of the school's work. The school provides a wide range of enrichment opportunities, including visits to the Houses of Parliament and arts festivals and museums. The school ensures that disadvantaged pupils have equal access to all opportunities on offer. Pupils understand that everyone is different. They know the importance of respecting differences. Pupils can explain what they have learned about different faiths. The school provides strong pastoral care. Pupils know they can go to the 'listening post' to speak with an adult about any worries they have.

Trustees and governors have a clear understanding of the school's work. They provide effective challenge and support. Staff appreciate the support they receive in relation to workload. Morale is high.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Assessment is still being developed in some foundation subjects. As a result, it is not clear how well pupils are learning their intended curriculum. Teachers do not always use assessment information well enough to address gaps in pupils' prior learning. The trust needs to ensure that assessment in these subjects is strengthened so that pupils learn and remember the curriculum well.

## 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 predecessor school to be good in May 2013.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	148212
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10268655
<b>Type of school</b>	Primary
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	211
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Louisa Davies
<b>CEO of the trust</b>	Rachel Dare
<b>Headteacher</b>	Laura Bailey
<b>Website</b>	<a href="http://www.lydneycofe.co.uk">www.lydneycofe.co.uk</a>
<b>Dates of previous inspection</b>	Not previously inspected

## Information about this school

- Lydney Church of England Community School joined the Severn Federation Academy Trust in January 2021.
- The school is a voluntary controlled school in the Diocese of Gloucester. The last section 48 inspection took place in June 2019. The inspection judged this aspect of the school's work as excellent.
- The school does not use alternative provision.
- Leaders provide breakfast-club provision on site.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, subject leaders, the

special educational needs and disabilities coordinator, the inclusion leader and groups of staff. The inspector met with trustees and governors and with representatives of the Severn Federation Academy Trust.

- The inspector spoke to parents at the start of the day.
- The inspector observed pupils from Years 1, 2, 3 and 4 read to an adult.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector carried out deep dives in the following subjects: early reading, mathematics, and music. The inspector talked to teachers who lead these subjects. They visited lessons and looked at pupils' work. Additionally, the inspector reviewed curriculum documentation and spoke with leaders and pupils about the curriculum in some other subjects.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector considered 22 responses to the Ofsted online survey, Ofsted Parent View, including free-text responses, as well as 43 responses to the pupil survey and 20 responses to the staff survey.

### **Inspection team**

Claire Mirams, lead inspector

Ofsted Inspector

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