

# Inspection of Abbeymead Primary School

Mead Road, Abbeymead, Gloucester, Gloucestershire GL4 5YS

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Inspection dates: 14 and 15 November 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

Good

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

Abbeymead Primary is a school for everyone. It is ambitious for every pupil to experience success. Expectations for pupils' behaviour and achievement are extremely high. The warm and nurturing relationships between staff and pupils sit at the heart of the school's effectiveness. Pupils are happy and safe. They enjoy and appreciate all that the school does for them. Pupils are proud of their school.

Across the school, pupils behave exceptionally well in lessons and during social times. They demonstrate high levels of respect and kindness towards one another. They are polite and well mannered. Pupils display very positive attitudes to their learning. There is no learning time lost due to poor behaviour. Pupils know that neither bullying nor unkindness is tolerated. They say that if it should occur, it will be resolved rapidly.

Pupils relish the opportunity to take on positions of leadership and responsibility such as subject ambassadors and inclusion leaders. They undertake these responsibilities with pride. Pupils know they are listened to. This develops a strong sense of community. From the moment they start, pupils learn what it means to be active and responsible citizens.

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

School leaders create an environment where every pupil receives the academic and pastoral support they need to thrive. They are unwavering in their determination to provide the very best learning experiences for all pupils. This begins from the moment children start in Reception. There are high expectations. Routines are secure, and children quickly develop the behaviours they need to become successful learners.

The school provides pupils with an outstanding curriculum. It is carefully planned and identifies the essential knowledge and skills pupils need to know and remember. However, the school is not complacent in its continued drive for excellence. It reflects and tweaks areas of the curriculum and assessment processes so they continue to improve. This ensures that pupils have the best possible chance to succeed. For example, the school is aware that some aspects of published progress data do not reflect the school's aspirations or effectiveness. Following scrutiny, rapid action is being taken to ensure this does not happen again.

Pupils with special educational needs and/or disabilities (SEND) are at the forefront of teachers' planning. Staff identify pupils' barriers to learning accurately and efficiently. They adapt their lessons to ensure that pupils are supported throughout the curriculum. As a result, pupils' knowledge develops securely, and they achieve exceptionally well.

The school is ambitious that every pupil will become a fluent reader. Children begin their reading journey from the start of the early years. Staff are highly skilled in the

teaching of reading. This means they are quick to identify any pupil who is falling behind and provide support to help them catch up and keep up. Pupils benefit from highly effective phonics teaching. Books are carefully chosen to ensure they precisely match pupils' phonic knowledge. Pupils hear stories daily. They enjoy these times and are eager to participate. This promotes a love of reading and pupils quickly become avid readers.

The school's programme for pupils' personal development is exceptionally effective. It is integral to its work. The school invests time to find out what children and families need and how best to provide it. The school promotes positive mental health across the school community and offers support and help to those in need.

The curriculum for personal, social and health education is planned and sequenced with care. Pupils build knowledge and understand the importance of being healthy and leading safe, active lives. They show a deep understanding and respect for different cultures, faiths, types of families and relationships. The school is rightly proud of the 'ready for life' programme it offers to all pupils. This builds pupils' character, resilience and confidence.

Enrichment opportunities are extensive and are carefully woven into the curriculum. Pupils relish taking part in 'Young Voices' and climbing Snowdon. These enhance pupils' experiences and their understanding of the wider world.

The school works tirelessly with parents to promote good attendance. It provides support and guidance through workshops and newsletters. As a result, pupils attend well. Where there are concerns, school leaders take decisive action and do all they can to ensure the attendance of identified pupils improves.

The majority of parents are extremely positive about the work of the school. They comment on how the school goes 'above and beyond.' They are confident that their children receive a high level of care and an outstanding education.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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 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>	115601
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10240660
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	418
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Richard Knott
<b>Headteacher</b>	Julian Pass
<b>Website</b>	<a href="http://www.abbeymead.gloucs.sch.uk">www.abbeymead.gloucs.sch.uk</a>
<b>Dates of previous inspection</b>	17 and 18 November 2021, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher, senior leaders, other staff and members of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English, geography and art. 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.
- Inspectors sampled work and spoke to leaders about history, science and Spanish.
- The lead inspector spoke with an education adviser from Gloucestershire local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered key documentation, including school improvement plans and governors' minutes.
- Inspectors observed pupils' behaviour in lessons and around the school site. The inspectors met with school leaders to discuss and scrutinise how they respond to behaviour incidents and pupils' attendance.
- Inspectors considered the responses to the staff survey, Ofsted's online survey, Parent View, including free-text replies. Other correspondence was also considered. Inspectors spoke with parents at the start of the day.

### **Inspection team**

Jen Southall, lead inspector	His Majesty's Inspector
Julie Fox	Ofsted Inspector
Paula Marsh	Ofsted Inspector

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