

Inspection of Old Sodbury Church of England Primary School

Church Lane, Old Sodbury, Bristol BS37 6NB

Inspection dates: 21 and 22 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils love attending Old Sodbury school. They are safe and happy. Parents describe the school as welcoming and say that their children flourish and thrive.

The school has high expectations of what every pupil can achieve. Pupils do well. They are keen to learn.

Pupils demonstrate the school values of courage, compassion and respect in their actions. They behave well and are kind to one another. Pupils are friendly and courteous.

The school has many enrichment activities to enable pupils to 'let their light shine' through. Performing arts are a particular strength of the school. Many pupils learn an instrument and take part in the choir and orchestra. The annual musical productions are eagerly anticipated. All pupils have a role to play in these, as they do in the wider life of the school. Leaders make sure that every pupil has a rich set of experiences during their time at the school.

Pupils take part in trips which broaden their experiences of the wider world. They visit local museums to enhance their learning. Residential trips and outdoor activities at school develop pupils' confidence and characters.

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

The curriculum is broad and ambitious. Staff know exactly what knowledge pupils need to learn at each stage. Pupils recall what they have learned. They successfully build on what they know already. Consequently, their knowledge is secure. Pupils achieve well. They produce high quality work. The school is helping pupils to improve their writing so that they can better demonstrate what they know and can do.

Staff have the subject knowledge they need to teach all areas of the curriculum. They explain new learning clearly and expertly answer the questions that pupils have. Gaps in pupils' learning are usually identified promptly and closed. However, assessment information is not used effectively to check the impact of the curriculum.

Learning is adapted for pupils who have special educational needs and/or disabilities (SEND). This enables pupils with SEND to learn the same curriculum as their peers. Most teaching activities are well matched to the ambitious curriculum. However, some activities are not matched well to the curriculum so they do not enable pupils to apply their knowledge or to deepen their learning well enough.

In the early years, staff make sure that all children complete the planned learning, while ensuring the curriculum develops children's interests. Children show a passion

for developing their language and learning to read and write. Staff rapidly spot signs that a child might need extra help, including those with SEND.

Staff expertly teach children to read. They provide rapid support to pupils who fall behind with reading. Pupils read books that enable them to practise the sounds they know. Pupils become confident and fluent readers who read widely and often. Parents get helpful information about how to support their children with reading from early years onwards.

Pupils behave well. Staff use praise and rewards to remind pupils of what is expected of them. There is rarely any interruption to learning. Pupils follow routines promptly which means that learning time is not lost. Children of all ages share playground space and equipment harmoniously.

Pupils' leadership roles build their characters and confidence. Pupils successfully plan and lead assemblies and worship. The 'lunchtime crew' help younger pupils to play together well on the wide range of play equipment.

Pupils know that they are valued as unique individuals within the school community. They are confident to share their own views. They listen courteously to one another and accept that other people might have different views to their own. Pupils know that people of all backgrounds and faith deserve respect. Voting systems used within school help pupils to understand the concept of democracy from an early age.

All pupils experience a plethora of wider enrichment activities that help them to develop new talents and interests. The school is tenacious in helping every pupil to find something that they enjoy and can feel successful at.

Pupils develop their characters and understanding of what it means to be an active citizen. They contribute to the local community through events such as singing in a local residential home. Links to a school in Africa are used well to help pupils to understand the lives of children in other cultures.

Governors are knowledgeable about the school's work. They hold leaders to account while also providing support.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the impact of the curriculum is not thoroughly checked. As a result, aspects of the curriculum that could be better are not

promptly identified. The school should ensure that they identify the areas of the curriculum that need further improvement.

- Teaching activities do not always help pupils to practise and secure the knowledge and skills they need. This means that some pupils do not consistently develop their understanding effectively. The school should ensure that teaching activities build knowledge and skills consistently well across the whole curriculum.

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

Unique reference number	109175
Local authority	South Gloucestershire
Inspection number	10288119
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	The governing body
Chair of governing body	Justine Tommey
Headteacher	Bernice Webber-Brown
Website	www.oldsodbury-pri.s-gloucs.sch.uk
Date of previous inspection	9 and 10 November 2011

Information about this school

- The school uses one registered alternative provider.
- This is a Church of England school, within the diocese of Gloucester. The most recent inspection under section 48 of the education act took place the week before this inspection took place. Section 48 inspections focus on the impact of a Church school's Christian vision.

Information about this inspection

The inspector(s) 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 first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives into these subjects: early reading, mathematics and history.

- For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also visited a music lesson and reading time.
- To evaluate the effectiveness of safeguarding, inspectors: 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.
- An inspector contacted the alternative provision used by the school.
- Inspectors met with senior leaders from the school.
- An inspector met with the members of the local governing body. They also spoke to the school improvement advisor and a representative of the diocese.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the views of staff and pupils in Ofsted's online survey. Inspectors also spoke to pupils and staff in meetings and around the school site.

Inspection team

Sarah Favager-Dalton, lead inspector	His Majesty's Inspector
Chris Hansen	Ofsted Inspector

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