

# Inspection of Courtney Primary School

Courtney Road, Kingswood, Bristol BS15 9RD

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Inspection dates:	24 and 25 September 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

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

This is a welcoming and inclusive school at the heart of its community. The school's values of 'nurture, inspire and flourish' underpin all aspects of the school's work. Pupils are wonderful ambassadors for the school. They are happy and proud to attend.

Pupils understand the school's high expectations of them. They are respectful and behave well. Pupils have positive attitudes to, and succeed in, their learning.

The school provides a broad curriculum and stimulating experiences that enrich pupils' learning. For example, a museum visit deepens older pupils' understanding of life in World War II. Residential trips help pupils to learn valuable life skills such as team-building.

Pupils have exciting opportunities to develop their talents and interests. For example, in art lessons, they can try silk printing and sculpture. All pupils can join clubs, such as dodgeball and hockey. Pupils can also learn to play an instrument.

Pastoral support is strong. The school forges valuable and supportive partnerships with pupils and their families. This has a positive impact on pupils' well-being. Pupils feel safe at school. They trust adults to take good care of them. Many parents and carers praise the school. They typically comment on the family atmosphere.

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

There have been several changes to leadership and staffing since the last inspection. The school has worked effectively with the local authority and governors to stabilise staffing and improve the curriculum. This has had a positive impact on pupils' outcomes and their well-being.

The school provides an ambitious and rich curriculum in many subjects. The school has identified the important knowledge and vocabulary it expects pupils to learn. The curriculum is well sequenced. However, some subjects are at an earlier stage in their development so are not implemented as well as others.

The school identifies and meet the needs of pupils with special educational needs and/or disabilities (SEND) effectively. The school adapts the curriculum, and provides additional teaching and pastoral support, when necessary. As a result, all pupils are well supported to achieve their best.

In most subjects, pupils achieve well. However, in a few subjects, the school's checks on pupils' learning do not routinely pick up gaps in pupils' knowledge. As a result, in these subjects, pupils are not sufficiently well prepared for what comes next.

The school prioritises reading. Children learn to read as soon as they start school. The phonics programme is consistently delivered well. This enables most pupils to become confident, fluent readers. Pupils use their knowledge of phonics to help them to write. For example, children in the early years use paintbrushes and glitter to practise writing the

sounds they are learning. A small number of pupils who struggle to read, including pupils with SEND, receive extra help. This is improving their accuracy.

The effective teaching of the reading curriculum helps pupils to develop wider reading skills, such as comprehension and inference. The school provides a variety of exciting books to inspire pupils' love of reading. Pupils enjoy reading for pleasure. They are thrilled to choose additional books as a reward for regular reading. Pupils become absorbed when adults read to them.

Staff use good subject knowledge to model and explain learning carefully. They provide opportunities for pupils to revisit and consolidate previous learning. Pupils use their existing knowledge to help them to develop new knowledge. For example, children in the early years use their counting skills to develop mathematical vocabulary such as 'more than' and 'fewer'. Older pupils use their knowledge of place value to round numbers.

The school provides highly effective social and emotional support for pupils who have difficulty managing their emotions, including some pupils with SEND. Pupils say there is always someone to talk to if they have any worries. This helps to ease any anxiety they might feel and encourages them to recognise and manage their emotions appropriately.

Pupils follow well-established school routines and behave well. They listen carefully and contribute well during lessons. For example, children in the early years find their learning fun. They enjoy making 'mud cakes' and creating pictures with leaves collected on an autumn walk.

The school's comprehensive curriculum supports pupils' personal development. For example, pupils learn about healthy relationships and how to be a good friend. Pupils can take on positions of responsibility, such as lunchtime helpers and sports captains. They learn the importance of celebrating diversity. For example, pupils learn about the life and work of Martin Luther King. Pupils gain an awareness of different cultures when they study the work of Aboriginal artists.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a few subjects, the curriculum and assessment are still being developed. As a result, the school does not yet precisely identify how well pupils develop and retain the knowledge and skills it expects them to. This means that pupils have gaps in their learning. The school must sharpen assessment, and adapt the curriculum where necessary, to fill gaps in pupils' knowledge and help them to know and remember more.

## 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>	109054
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10344440
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	192
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Victoria Harrity and Kelli Tomlinson (co-chairs)
<b>Headteacher</b>	Georgina Scott
<b>Website</b>	<a href="http://www.courtneyprimaryschool.co.uk">www.courtneyprimaryschool.co.uk</a>
<b>Dates of previous inspection</b>	30 April and 1 May 2019, under section 5 of the Education Act 2005

## Information about this school

- The school appointed a new headteacher in January 2021. The school has also undergone several other changes to leadership since the last inspection.
- The school provides before-school care for pupils. The school uses an outside provider for after-school care.
- 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. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 held meetings with the headteacher and the acting deputy headteacher. The acting deputy headteacher is also the special educational needs coordinator. Inspectors also held meetings with the early years foundation leader and the family link worker.
- The lead inspector held a meeting with members of the governing body. The inspector also had a video conversation with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. 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 discussed the curriculum in art and music.
- To evaluate the effectiveness of safeguarding, the 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.
- Inspectors observed pupils' behaviour at various times during the day, including breaktime and lunchtime.
- Inspectors met with groups of pupils and staff and spoke to some parents to gather their views. They reviewed 46 responses to the online parent survey, Ofsted Parent View, along with free-text comments. They also took account of the responses to the online staff and pupil surveys.

### **Inspection team**

Catherine Beeks, lead inspector

Ofsted Inspector

Darren Preece

Ofsted Inspector

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