

Inspection of a school judged good for overall effectiveness before September 2024: Abbotswood Primary School

Kelston Close, Yate, Bristol, Gloucestershire BS37 8SZ

Inspection dates:

11 and 12 March 2025

Outcome

Abbotswood Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Everyone is welcomed and nurtured at Abbotswood. Pupils love learning and are proud of their school. They live by the school's six 'respect' values that include teamwork and perseverance. Pupils understand how these values make their school a harmonious community. The school has high expectations for pupils' academic success. Pupils rise to the challenge and work hard in lessons. Most pupils achieve well.

Pupils feel safe at school. They know there is always an adult to talk to if they have any worries. Pupils are kind and considerate towards others. Well-established rules help everyone to behave as the school expects. Pupils enjoy the many activities provided in the large school grounds at breaktimes.

Opportunities for pupils' personal development are excellent. The school teaches pupils to speak with confidence. Pupils are articulate and express their views thoughtfully. They are respectful of differences. Pupils learn to be responsible citizens. They organise charity fundraising events and have developed a thriving school allotment. Older pupils enjoy the many leadership roles on offer. They help younger pupils settle into school life. A wide range of clubs develop pupils' interests. Participating in sporting competitions and musical performances showcases their talents.

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

Pupils learn a broad and well-organised curriculum. A wide range of trips and visitors bring learning to life for pupils. Mostly, pupils progress through the curriculum well. Since the previous inspection, the school has strengthened the curriculum further. Ambition is high, including for those with special educational needs and/or disabilities (SEND). The

school identifies additional needs quickly. Pupils with SEND receive the support they need to learn successfully.

Reading is central to the school's priorities. Staff teach the phonics curriculum well. Most pupils in Reception and Year 1 classes learn to read quickly as a result. When pupils need to catch up, they receive effective support. They practise regularly with books that are matched to the sounds they have learned. As a result, these pupils become more fluent readers. Older pupils enjoy reading. They learn to appreciate a wide range of literature. Pupils enjoy participating in a poetry recital, for example.

Children in the early years are well prepared for Year 1. They love to listen and join in with stories. This helps their understanding of texts and builds their vocabulary. Staff use stories to inspire children's writing. There are many opportunities for children to practise early writing skills. Children learn how to hold their pencils and form letters correctly. Adults help them to use their phonics knowledge to spell words with accuracy.

Teachers are knowledgeable about the subjects they teach. They introduce new learning clearly, using engaging resources. Typically, pupils build their knowledge and understanding well across the curriculum. For example, in physical education, pupils develop their balance and agility. This enables them to perform gymnastics sequences with flair. Across the curriculum, pupils learn new subject vocabulary well. Teachers usually check for gaps in pupils' knowledge and address them quickly. Occasionally, however, these checks are not precise enough for some pupils. Teaching is not always adapted to correct misconceptions or to deepen pupils' understanding in a few subjects. When this happens, some pupils' learning is not as secure.

From the start of the Reception Year, children learn how to be effective learners. Classroom routines help children to settle to learning and listen attentively. Children learn how to play happily with their peers. Older pupils build on this strong start. They value learning and try hard in lessons. Those who need help to manage their behaviour benefit from the extra help they receive. Pupils attend well. The school supports families to improve pupils' attendance when it dips below expectation.

Personal development is the bedrock of the school's work. Pupils know how to keep healthy, both physically and mentally. Pupils embrace new experiences. These include building robots, learning musical instruments and singing in the school choir. Pastoral care is a strength. Pupils are encouraged to express their feelings and to seek help if they need it. The school involves pupils in decision-making. For example, there is an action group for school nutrition that promotes healthy eating at breaktimes. Pupils understand the importance of tolerance. They discuss the impact of discrimination with maturity.

Governors share the school's vision to provide the very best for every pupil. They support and challenge the school to improve the quality of education further. Most staff value the school's team ethos and the support they receive to fulfil their roles effectively.

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 subjects, the checks that teachers make of what pupils have understood are not as precise as they might be. This means that some pupils develop misconceptions that are not addressed swiftly, or some pupils who are ready to tackle more demanding content do not always do so. The school should ensure that teaching is adapted consistently well so that pupils achieve all that they should.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 first ungraded inspection since we judged the school to be good for overall effectiveness in October 2019.

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	132199
Local authority	South Gloucestershire
Inspection number	10344575
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	373
Appropriate authority	The governing body
Chair of governing body	Ian Gill
Headteacher	Robert Cockle
Website	www.abbotswoodprimary.org.uk
Dates of previous inspection	1 and 2 October 2019

Information about this school

- The school does not currently use any alternative provision.
- There is a school-run breakfast and after-school club.

Information about this inspection

- 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. 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 held discussions with the headteacher, the deputy headteacher, the special educational needs and disabilities coordinator, groups of staff and pupils.
- The inspector met with the chair and members of the local governing body. She spoke on the telephone with a representative of the local authority.

- The inspector visited a sample of lessons, spoke to teachers, spoke to curriculum leaders, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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 considered responses to Ofsted Parent View, including the free-text comments. The inspector also considered responses to Ofsted's online staff and pupil surveys.

Inspection team

Claire Mirams, lead inspector

Ofsted Inspector

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