

Inspection of a good school: Elmbridge Primary School

Elmbridge Road, Gloucester, Gloucestershire GL2 0PE

Inspection dates:

26 and 27 September 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Exceptional pastoral support ensures pupils feel safe, secure and ready to learn. Strong working relationships between parents and staff benefit pupils' development immensely. All pupils can identify five trusted adults who will help them. Pupils' well-being is the school's highest priority.

The school has designed an ambitious curriculum that meets the needs of its pupils. The school has high expectations for pupils' academic and personal development. Pupils understand it takes lots of practice to improve their knowledge and skills.

Pupils know and understand the fundamental British values. Many pupils implement this knowledge to become active citizens in their school community. In Year 5, pupils train as peer mediators. Some pupils go on to become 'helping hands' in Year 6. They skilfully support younger pupils in their play and help them to resolve friendship issues.

The school offers its pupils a wide range of enrichment opportunities. Through these activities, pupils develop important life skills, such as first aid. Pupils know how to be physically and mentally healthy. They enjoy mindful moments and running on the 'Fit 15' track. Pupils learn how to grow food in the school's garden to cook in the 'shake and bake' room.

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

Leaders and staff know and understand the school's improvement priorities. Governors regularly and diligently check the impact of the school's actions to deliver a high-quality education and personal development offer for pupils and staff. Staff and pupils are greatly valued.

The school has created a clear plan to aid the ongoing development of its curriculum, subject leader and staff knowledge. Staff identify suitable teaching adaptations in each subject to ensure pupils with special educational needs and/or disabilities (SEND) complete the full curriculum offer. The school supports staff to understand and meet the expectations for every pupil to succeed in their learning.

The meticulously designed curriculum begins in the early years. Staff quickly get to know children well. Staff use their knowledge of children's strengths and interests effectively to adapt their teaching and provision. For example, children in the early years practise important skills and knowledge when they complete mini-me jobs. Pupils' individual areas for development are quickly identified and met in all year groups.

Staff promote children's early language development effectively. Children's love of words, rhythm and rhyme is nurtured and secured quickly. The school is determined that every pupil will learn to read well. Staff's phonics knowledge is secure. They use this to swiftly spot pupils who need extra help. Reading books match pupils' phonics knowledge accurately. This supports pupils to read with fluency. Teachers read and discuss high-quality texts with their classes. As a result, pupils develop their comprehension and a passion for reading.

Pupils have a secure knowledge of the school's curriculum. Links between concepts are made to help pupils remember important knowledge and skills. For example, pupils apply their financial learning to a 'Dragon's Den' design and technology (DT) project. The carefully selected books shared in class also help pupils to deepen their subject knowledge.

Pupils are respectful in their discussions about healthy bodies, minds and relationships. They strongly believe that people should treat each other fairly and with kindness. Pupils learn to recognise and celebrate their own and others' talents. Pupils in Year 6 are interviewed to discuss their aspirations and, where possible, arrange work experience opportunities. The school successfully builds pupils' independence and confidence right from the start.

The school's expectations for pupils' behaviour are clear. Staff support pupils to make the right choices. Pupils know the school's routines and settle quickly to learning. Pupils behave well in class and around the school. Bullying in any form is not tolerated. The warm and positive relationships between staff and pupils are replicated by pupils around the school.

Safeguarding

The arrangements for safeguarding are effective.

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 first ungraded inspection since we judged the school to be good in March 2018.

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	115487
Local authority	Gloucestershire
Inspection number	10297914
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	628
Appropriate authority	The governing body
Chair of governing body	Rebecca Booth
Headteacher	Glen Tharia
Website	www.elmbridgeprimaryschool.co.uk
Dates of previous inspection	7 and 8 March 2018, under section 5 of the Education Act 2005

Information about this school

- Elmbridge Primary School is a Gloucestershire local authority maintained school.
- It is a larger than average, three-form entry primary school.
- The school does not use alternative provision.

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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, assistant headteachers, SEND coordinators, staff, pupils and governors, including the chair of the governing body and a representative from Gloucestershire local authority.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.

- The inspectors carried out deep dives in these subjects: reading, DT and geography. For each deep dive, the inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons in phonics, DT and geography, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also discussed the school's curriculum development plans, the mathematics curriculum and the early years curriculum and provision with leaders.
- The inspectors observed pupils during breaktimes and spoke with pupils and leaders about personal, social and health education and opportunities for pupils' personal development.
- 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.
- The lead inspector considered the responses to Ofsted Parent View. She also took into consideration the responses to the surveys for staff and pupils.

Inspection team

Marie Thomas, lead inspector

His Majesty's Inspector

Teresa Hill

Ofsted Inspector

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