

Inspection of Slimbridge Primary School

St John's Road, Slimbridge, Gloucester, Gloucestershire GL2 7DD

Inspection dates: 3 and 4 October 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils describe their school as a friendly school. They say that all pupils are welcome. This is because the school has created an inclusive environment. Pupils feel that staff value and celebrate their achievements.

Pupils enjoy school and show positive attitudes to their learning. They generally behave well in lessons. Older pupils in particular rise to meet the high expectations of their teachers. At playtimes, pupils play well together and across the age groups. They usually resolve any difficult situations they encounter with their peers themselves. Pupils know the school rules of 'ready, respectful and safe' and can explain how they put these into action.

Pupils feel safe in school. They state that bullying is rare but know who to speak to if they do have any concerns. Both pupils and parents value the nurture and care provided to them by all staff in the school.

The school has ensured that all pupils have access to the same learning and extra-curricular opportunities. Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) receive the support they need to be successful.

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

The school has been through significant changes in senior leadership. There is now more stability in the school. The school is ambitious for every pupil. The focus has been on strengthening the curriculum to support this ambition. In most subjects, the curriculum is well designed and sequenced. Teachers know what to teach and when to teach it. In mathematics, for example, pupils develop their mathematical thinking successfully over time. This supports them to have secure knowledge to be able to reason mathematically and solve complex problems.

Pupils have a love of reading. The school has made this a priority. Reading is promoted in classrooms and across the school. Pupils can name different authors. They thoroughly enjoy listening to their teachers read to them. Pupils are encouraged to read and understand increasingly complex texts. Children in Reception have a strong start when learning to read. Most pupils learn the sounds that letters make well. However, some pupils who struggle with reading do not receive the targeted support they need to help them to apply this knowledge. As a result, they do not read as fluently as they need to.

In history, pupils enjoy learning about different time periods. They can recall their learning over time. This supports them to build their knowledge well. However, pupil's learning is not as secure in some other subjects in the wider curriculum. The school has not, at present, checked how well pupils remember what they are taught. Pupils do not build their knowledge as well in these subjects.

The right expertise is in place to be able to meet the needs of pupils with SEND. Pupils have precise targets to work towards. These are used to adapt learning to help pupils with SEND progress through the curriculum and learn successfully. Parents take part in the support and decision-making for their children.

Children in the early years have a smooth transition into life at school. They learn the routines and expectations quickly. The school has designed a curriculum that provides a variety of learning activities to motivate children. There are many opportunities to extend children's speech and language. Children are supported well to learn new vocabulary and use it in context. Relationships between staff and children are positive.

The school supports pupils' well-being and mental health. Pupils relish the opportunities to develop their own leadership skills. They are keen to be part of the school council and become sports leaders or buddies to younger children. Close links with the local community are highly valued. The school encourage pupils to show tolerance and respect through their wider experiences. Visitors to the school, such as musicians, along with trips to museums, enhance pupils' learning. Staff receive support from the school, which helps them to reduce their workload so they can prioritise the impact they make on pupils' learning and development.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils who struggle with reading do not get the precise support they need to help them apply their phonics knowledge successfully. As a result, they are not increasing in their reading fluency. The school must ensure that pupils have enough support and time to practise in order to catch up quickly to their peers and read with greater fluency.
- In some subjects, the design and implementation of the curriculum is not fully established. The school has not had the opportunity to check how well pupils learn, record their learning and remember learning over time. Pupils do not build their knowledge as well in these subjects. The school should ensure that there is time to evaluate and fully monitor subjects. This will ensure that the school has the necessary understanding to continue the improvements it has started.

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

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| Unique reference number | 115536 |
| Local authority | Gloucestershire |
| Inspection number | 10288147 |
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 2 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 131 |
| Appropriate authority | The governing body |
| Chair of governing body | Patricia Carrington Sarah Kiddle |
| Headteacher | Lisa Hillman |
| Website | www.slimbridgeprimaryschool.org.uk/ |
| Date of previous inspection | 28 November 2017, under section 8 of the Education Act 2005 |

Information about this school

- Slimbridge Primary School has undergone significant changes in leadership since the previous inspection.
- Slimbridge Primary School is a smaller-than-average primary school in a rural location.
- Slimbridge Primary School offers provision from the age of two, in the Little Otters pre-school setting.
- The school provides breakfast-club provision for the pupils.
- The school uses one registered alternative provision for pupils. Leaders have made the relevant safeguarding checks to ensure the provision is suitably safe for pupils.

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 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 their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, special educational needs coordinator, subject leaders, a group of staff and members of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and music. Inspectors discussed the curriculum with subject leaders, visited lessons across the school, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. Inspectors listened to pupils read.
- 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.
- Inspectors scrutinised information relating to behaviour and school self-evaluation.
- The inspectors spoke to parents and carers, reviewed responses to Ofsted Parent View, including free-text responses, and reviewed responses to the staff survey.

Inspection team

Paul Smith, lead inspector

Ofsted Inspector

Peter Overton

Ofsted Inspector

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