

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

Epney Close, Patchway, Bristol, Somerset BS34 5LN

Inspection dates:

4 and 5 February 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

This is a happy, nurturing and inclusive school. The school's values, 'no excuses, unity and excellence', are threaded through all that it does.

Pupils' well-being is prioritised. Staff form caring and supportive relationships with pupils. Pupils trust adults and feel safe and valued.

The school has designed an ambitious, rich curriculum. Leaders have high aspirations for pupils' learning and behaviour. Pupils rise to the very high standards the school expects of them. As a result, pupils achieve extremely well, and they behave impeccably.

Pupils are extremely positive role models, who are honoured to be members of the school. They enjoy school and are excited to learn new things. As a result, they come to school with smiles on their faces, eager to start the day. Pupils are very polite, friendly and sociable.

The school provides memorable experiences to enhance pupils' learning. For example, pupils enjoy going to watch professional rugby matches, theatre trips and beach visits. Pupils were very proud to win a regional athletics competition recently. Pupils with SEND develop their talents, and represent the school, when they learn curling and boccia.

Many parents say the school is amazing, with wonderful staff who help their children to thrive, personally and academically.

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

The school is aspirational for all pupils to achieve their potential. It has designed, and embedded, an ambitious and well-sequenced curriculum. It clearly identifies the key knowledge, skills and vocabulary pupils must learn. Pupils achieve exceptionally well.

Children in the early years get off to a flying start. They are well supported to develop their social skills, communication and vocabulary. For example, children play and learn cooperatively. They understand the meaning of words such as 'herbivore' and 'carnivore' to describe dinosaurs.

Reading is prioritised, and pupils are encouraged to develop a love of reading. Phonics teaching is consistently strong. As a result, a high proportion of pupils achieve well. Pupils who find it difficult to read are provided with well-focused support. This improves their confidence and accuracy and helps them to catch up.

Staff explain and model precisely what they want pupils to learn. They provide opportunities for pupils to recall and build on what they have previously learned. For example, Year 2 pupils locate Jamaica in an atlas and use their knowledge of compass points to describe its position in relation to other countries.

Pupils regularly practise and improve their skills. For example, children in the early years thread wooden beads and mould dough to develop their fine motor skills. Older pupils mix paint to create different hues to help them to paint in the style of famous artists. Pupils are proud to have their artwork displayed in the 'art gallery'.

Staff routinely check how well pupils are learning. They swiftly intervene when necessary so that all pupils are supported and challenged to deepen their knowledge. However, the school has not identified that not all pupils have a secure understanding of what they have learned about fundamental British values or protected characteristics. As a result, a few pupils are not fully prepared for life in modern Britain.

The school quickly identifies pupils with barriers to learning. It adapts teaching and provides extra pastoral support. This ensures that all pupils, including pupils with special educational needs and/or disabilities (SEND) learn the same curriculum as others.

Pupils who have difficulty managing their emotions appropriately are provided with high-quality pastoral support. Pupils say that talking about their worries helps them to become calm and reduces their anxieties. Instances of poor behaviour are rare.

Pupils' behaviour and attitudes to learning are exemplary. There is an enthusiastic buzz of activity as pupils become absorbed in their learning. For example, in the early years, children carefully balance wooden blocks to build towers. They ride trikes and climb, which aids their physical development. Pupils enjoy developing their interests when they join the choir, play dodgeball and learn to grow vegetables.

Pupils are very well supported to make a positive contribution to society. For example, pupils take on positions of responsibility when they become house captains and monitors. Pupils sing at the memory café and the supermarket. The school's work is instrumental in helping pupils to flourish academically and socially. As a result, pupils are exceptionally well prepared for the next stage in their education.

Staff morale is extremely high because they say that leaders support their well-being and professional development extremely well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few areas of the personal development curriculum, such as understanding British values and protected characteristics, are not as well developed as other aspects. As a result, some pupils do not have a secure understanding of these concepts. The school should fully embed the personal development curriculum so that pupils gain the depth of knowledge they need to be fully prepared for life in modern Britain.

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 10 and 11 December 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	131698
Local authority	South Gloucestershire
Inspection number	10344573
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	Local authority
Chair of governing body	Rob Clarke
Headteacher	Alan Walters
Website	www.conistonprimary.org.uk
Dates of previous inspection	10 and 11 December 2019, under section 5 of the Education Act 2005

Information about this school

- The school has a high proportion of disadvantaged pupils, pupils with SEND and pupils with English as an additional language.
- 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

- 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 her evaluation of the school.
- The inspector held several meetings with the headteacher, who is the special educational needs coordinator, the deputy headteacher, the assistant headteacher and the inclusion leader.

- The inspector held a meeting with a group of governors, including the chair of governors.
- The inspector also held a joint meeting with the school improvement adviser and a representative from the local authority.
- The inspector visited a sample of lessons, spoke to several pupils about their learning and looked at samples of pupils' work. She also spoke to a group of teachers.
- 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 observed pupils' behaviour at various times during the day, including breakfast club, breaktime and lunchtime.
- The inspector reviewed responses to the online parent survey, Ofsted Parent View, along with free-text comments. She also took account of the responses to Ofsted's online staff and pupil surveys.

Inspection team

Catherine Beeks, lead inspector

Ofsted Inspector

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