

Severnbanks Primary School

Address: Naas Lane, Lydney, Gloucestershire, GL15 5AU

Unique reference number (URN): 139165

Inspection report: 14 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

The school instils a culture of belonging. Pupils want to come to school and learn. High expectations for attendance across the school are in place. Leaders meticulously track and analyse patterns in absence. They identify potential barriers and act quickly to support pupils and families. Trusting relationships between leaders, parents and carers contribute to this. Attendance for all groups, including pupils with special educational needs and/or disabilities and those eligible for additional funding, are above the national average. Persistent absence has reduced.

Leaders set clear routines and high expectations from the moment children arrive in the early years. Staff implement behaviour policies consistently. These form the foundations and help pupils to behave impeccably well. The school's values of belonging, ambition, respect and kindness provide the springboard from which pupils' character builds.

Behaviour across the school is orderly, respectful and focused. Pupils uphold the 'be safe, be ready and be respectful' rules. Staff ensure that pupils have strategies to regulate their emotions independently. These, alongside clear routines, enable pupils to develop positive attitudes to learning. Bullying and discrimination are not tolerated. Pupils trust staff to address concerns swiftly and feel safe in school.

Inclusion

Strong standard ●

Leaders demonstrate a fastidious and unwavering approach to remove barriers and improve the aspirations and futures of the most disadvantaged and vulnerable pupils at the school. This includes pupils with special educational needs and/or disabilities (SEND).

Leaders precisely and swiftly identify needs and take immediate action to support these pupils to succeed. They work closely with external agencies to seek the best advice to support pupils with SEND expertly. Staff benefit from specialist training. They have the knowledge to make effective adaptations to their teaching to ensure pupils succeed. Staff meticulously plan approaches to meet the needs of each individual. Tailored interventions ensure pupils have the support to achieve well. This helps vulnerable pupils, and those with SEND, to achieve very well from their starting points and take part in all aspects of school life.

Leaders use additional funding effectively in order to support pupils' education. A range of rich experiences form an offer as part of leaders' aim to develop pupils' understanding of the wider world. Pupils who are known, or were known, to social care receive careful support. Where needed, leaders work with the virtual school to ensure that plans are in place and reviewed. For those pupils who attend alternative provision, leaders keep close oversight.

Leadership and governance

Strong standard ●

Leaders at all levels place pupils' best interests at the heart of all that they do. They are ambitious for pupils, including those with special educational needs and/or disabilities or

those who face other barriers to learning. They show a deep understanding of their school, the community, strengths and areas for development. Leaders act quickly and with tenacity when any part of the school's work does not meet their high expectations. They look for the small improvements that will make the most difference. They continually refine and improve the school.

Trustees and members of the local academy committee demonstrate they have the expertise to be able to support and challenge. They provide effective challenge and support, holding leaders to account for the impact of their actions. They check, for example, that the school's arrangements for safeguarding are in place and thorough.

Leaders have established highly positive relationships with parents and carers. Staff morale is extremely high. They feel well supported and are proud to be part of the school. Staff value the professional learning they have that improves their teaching. This helps staff to develop their expertise in meeting the needs of all pupils. Leaders consider staff's workload and wellbeing carefully. Consequently, staff feel valued.

The school is the beating heart of the community. Parents feel very positive about the work the school does to support the education and care of their children.

Personal development and wellbeing

Strong standard ●

Leaders have designed an impressive personal development programme. Pupils learn about relationships and the curriculum provides them with detailed knowledge they need to help them discuss issues like body image or how their bodies change as they get older. Pupils learn how to keep themselves safe online and offline, including how to manage risks linked to cyber-bullying.

Pupils are clear that everyone is treated equally and that discrimination is not tolerated in their school. Pupils celebrate and embrace difference across characteristics such as faith, race, gender and age.

Pupils develop an excellent understanding of equality and fundamental British values. For example, pupils practise democracy through a range of pupil voice groups. They influence change and make a difference. School council raises funds for charities, promotes wellbeing, improves playtimes and champions environmental awareness. The inclusion council supports pupils' wellbeing, for example by introducing neurodiverse texts that promote understanding and empathy.

Pupils participate in a variety of trips, including to Royal Air Force air shows, sports tournaments and visits to working farms. They visit a theatre to watch a pantomime and take part in a residential experience. Pupils learn musical instruments like brass, violin and ukulele. They can join the 'school rock band' or choir to represent the school. A range of lunchtime and after-school clubs further develop and nurture pupils' talents and interests. Leaders track participation and make adjustments, such as running clubs during the school day, to widen access.

The school provides highly effective pastoral support. The 'cosy cabin' and '1 o'clock club' help pupils to enjoy activities like reading, colouring, junk modelling and sewing. This offers a quieter place to be for those who find the playground overwhelming. Across the school,

pupils speak positively about how learning prepares them for their future, helping them to develop confidence, resilience and independence.

Expected standard

Achievement

Expected standard

As pupils move through the school, they gain the important knowledge and skills they need so they are ready to progress to the next stage of their education. Despite low starting points, pupils achieve in line or above the national averages in the Year 1 phonics screening check, the Year 4 multiplication check and in reading, writing and mathematics at the end of Year 6.

Staff identify potential barriers early and ensure that disadvantaged pupils and those with special educational needs and/or disabilities receive appropriate support. This enables them to achieve particularly well.

Typically, pupils get what they need to succeed and thrive. In the wider curriculum, pupils achieve well. Pupils delight in sharing what they know and remember about features of the digestive system, evolution and Darwinism, the Great Fire of London and the Titanic, for example.

Curriculum and teaching

Expected standard

Leaders hold an accurate understanding of the quality of teaching and the curriculum. The curriculum is broad and ambitious. Learning is carefully sequenced to build understanding. The curriculum meets the needs of all, including disadvantaged pupils and those with special educational needs and/or disabilities. These pupils successfully learn alongside their peers. Leaders place a strong emphasis on reading. Author visits, reading events and well-chosen books help to build pupils' love of reading. The teaching of phonics is effective. Pupils have frequent opportunities to read, enabling them to become fluent and accurate .

Leaders provide useful training and support for teachers. Staff have secure subject knowledge. As a result, teaching is generally engaging so that pupils develop the knowledge and understanding they need as they move through the school. Staff check how well pupils learn and understand the curriculum. Teachers break learning into small, manageable steps. They adjust teaching when pupils need more support. As a result, pupils make meaningful progress in their learning, often from low starting points.

Over time, most pupils develop the essential knowledge in reading, writing and mathematics. However, a small number of pupils struggle with transcription, such as handwriting, which limits how well they can demonstrate their understanding in written work.

Many children enter the early years with weaknesses in language development. The early years curriculum is ambitious and well sequenced, with a clear focus on developing children's understanding of words, numbers and the world around them. Through carefully chosen experiences, including stories, rhymes and songs, children develop the language, knowledge and skills they need to achieve well and prepare for the expectations of Year 1 and beyond. Children learn through play indoors and outdoors. For example, they work collaboratively in the classroom completing jigsaw puzzles or learning through play, while well-planned outdoor provision strengthens children's balance and coordination through purposeful physical activities. Most staff model actions and introduce children to new vocabulary, which they use in their play.

Phonics teaching is a priority in Reception Year. Any children who fall behind receive the support they need to keep up. Leaders ensure that children receive sufficient time to practise their reading. The school uses additional adults to hear children read and the children enjoy this. Children are well cared for. They form positive and nurturing relationships with staff. They settle happily and quickly as a result of the clear routines and expectations. However, at times, staff miss opportunities to extend their learning even further.

What it's like to be a pupil at this school

Severnbanks is a welcoming school at the centre of its community. The school's motto, 'where stars shine', reflects the ambition and commitment to pupils' resilience and development. The school has a large proportion of disadvantaged pupils, including many with special educational needs and/or disabilities. All pupils benefit from the unfaltering commitment from everyone to provide an educational experience in which all pupils succeed, both academically and socially. As a result, pupils enjoy coming to this school. They feel safe, content and happy to attend very well.

Pupils and staff thrive in the school's highly inclusive culture. Staff know pupils and families very well. Pupils, including those who face barriers to their learning, live up to and exceed the high expectations that leaders set for what they should achieve. As a result, pupils are well prepared for their next stage of education.

In the classroom, pupils maintain high levels of focus. They listen attentively to teachers and actively engage in learning. Social times provide ample opportunity for pupils to play together harmoniously. They enjoy the trim trail, dancing and dressing up. Pupils are clear that bullying is rare. They know that trusted adults will help them with any worries or concerns. Consequently, pupils feel valued.

The school's ambition extends beyond the classroom. Pupils benefit from a wide range of high-quality activities, experiences and enrichment opportunities. There is a club for everyone, including chess, dance, sport and 'Young Voices', which support pupils' interests and talents. Educational trips and events, such as visits to the Houses of Parliament and

Hampton Court, alongside commemorations like Remembrance Day, help pupils to develop a deeper understanding of life in modern Britain.

Next steps

- Leaders need to continue to ensure that pupils develop the important handwriting and transcription skills so they can apply them accurately and confidently across the curriculum.
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About this inspection

This school is part of Severn Federation Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rachel Dare and overseen by a board of trustees, chaired by Louisa Davies.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with headteacher, deputy headteacher, special educational needs coordinator, the trust chief executive officer, deputy chief executive officer, the chair of the trust board, the chair of the local academy committee and other members of this group.

The inspectors confirmed the following information about the school:

The school uses one unregistered alternative provider.

Headteacher: Natasha Bradley

Lead inspector:

Gavin Summerfield, His Majesty's Inspector

Team inspectors:

Lizzy Meadows, Ofsted Inspector

Andrew Evans, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 14 April 2026

School and pupil context

Total pupils

247

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

230

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

37.56%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

7.29%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

27.13%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	61%	Close to average
2024/25 (revised)	68%	62%	Close to average
2023/24 (final)	54%	61%	Close to average
2022/23 (final)	60%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	74%	Close to average
2024/25 (revised)	81%	75%	Close to average
2023/24 (final)	72%	74%	Close to average
2022/23 (final)	67%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	72%	Close to average
2024/25 (revised)	74%	72%	Close to average
2023/24 (final)	65%	72%	Close to average
2022/23 (final)	73%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	73%	Close to average
2024/25 (revised)	81%	74%	Close to average
2023/24 (final)	70%	73%	Close to average
2022/23 (final)	93%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	46%	Above
2024/25 (revised)	61%	47%	Above
2023/24 (final)	57%	46%	Close to average
2022/23 (final)	57%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	74%	63%	Close to average
2023/24 (final)	78%	62%	Above
2022/23 (final)	57%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	59%	Above
2024/25 (revised)	70%	59%	Close to average
2023/24 (final)	61%	58%	Close to average
2022/23 (final)	71%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	60%	Above
2024/25 (revised)	74%	61%	Above
2023/24 (final)	70%	59%	Close to average
2022/23 (final)	86%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	68%	-9 pp
2024/25 (revised)	61%	69%	-8 pp
2023/24 (final)	57%	67%	-11 pp
2022/23 (final)	57%	66%	-9 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	72%	80%	-8 pp
2024/25 (revised)	74%	81%	-7 pp
2023/24 (final)	78%	80%	-1 pp
2022/23 (final)	57%	78%	-21 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	78%	-11 pp
2024/25 (revised)	70%	78%	-9 pp
2023/24 (final)	61%	78%	-17 pp
2022/23 (final)	71%	77%	-6 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	80%	-5 pp
2024/25 (revised)	74%	81%	-7 pp
2023/24 (final)	70%	79%	-10 pp
2022/23 (final)	86%	79%	7 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	5.3%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	14.7%	13.3%	Close to average
2023/24 (3 term)	15.5%	14.6%	Close to average
2022/23 (3 term)	13.1%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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