

Somerdale Educate Together Primary Academy

Address: Tiberius Road, Somerdale, Keynsham, Somerset, BS31 2FF

Unique reference number (URN): 144762

Inspection report: 7 July 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

Early years

Strong standard 

Leaders have a detailed understanding of the early years. They skilfully use this information and the close partnerships that exist with parents and carers to adapt and evolve the early years provision so that it meets children's individual needs. Children, including those with special educational needs and/or disabilities, in the pre-school get off to a flying start because of this. They quickly develop a sense of belonging, feel safe and benefit from the support and care that staff show them.

The early years curriculum is ambitious. It is designed and sequenced well. The curriculum provides children with the important knowledge and skills they need. Teaching is highly effective which results in children building a depth of knowledge and skills. For example, children in Reception Year independently create and sing songs. They read and use words such as 'pipette' and 'drop' when completing activities using different coloured water. High-quality interactions with adults enable children to independently form sentences using mathematical vocabulary when counting numbers up to 20.

Staff teach phonics with real precision. Children confidently use their knowledge of sounds in both reading and writing. They hold pencils correctly and form letters with increasing accuracy. By the end of Reception Year, children are extremely well prepared for Year 1.

Expected standard

Achievement

Expected standard 

Pupils are well prepared for the next stage of their education. Attainment by the end of key stage 2 in reading, writing and mathematics and in the Year 1 phonics screening check is in line with national averages. Pupils' achievement in the Year 4 multiplication check is significantly above the national average. Disadvantaged pupils and those with special educational needs and/or disabilities progress well from their starting points.

Pupils typically master the basic skills they need to access the curriculum. They use the correct pencil grip, form letters accurately and build their mathematical understanding. The quality and depth of pupils' writing across the curriculum is improving.

Most pupils recall their learning with confidence. In geography, pupils describe the features of the rainforest, using words such as 'understory' and 'canopy'. However, in some subjects, some pupils struggle to remember what they have learned in the past. As a result, they do not develop detailed knowledge across the curriculum.

Attendance and behaviour

Expected standard 

Leaders have high expectations for pupils' attendance. They have put in place robust systems to check patterns of absence. Leaders use this information to work closely with parents and carers and other agencies to support pupils to attend well. Leaders step in at an

early stage, making effective use of strategies which include providing pupils who have barriers to regular attendance with access to the school's before-school provision and support from learning mentors. Pupils attend school regularly and rates of persistent absence are well below national averages. However, despite leaders' positive actions, a minority of disadvantaged pupils do not attend as well as they should.

The atmosphere across the school is calm and purposeful. Pupils enjoy their learning and take an active part in their lessons. Children in the early years arrive with a smile on their face and eager to learn. Staff provide the right support to pupils who need additional help to understand and manage their emotions. During social times, pupils make the most of the activities on offer to them which enables them to spend time with their friends and develop their creativity. Anti-bullying ambassadors take their roles seriously, working with adults to ensure that aspects such as discriminatory behaviour do not happen.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching across the school. Following the last inspection, they have significantly refined the curriculum. It is now carefully designed and sequenced, making clear the precise knowledge and skills that pupils need to learn and by when, from pre-school to Year 6.

The curriculum is generally taught well. Teachers use their subject knowledge to model ideas. They provide pupils with the time they need to practise specific skills. This helps pupils build their knowledge. For example, in writing, pupils confidently use their knowledge of grammar to write complex sentences. Staff adapt their teaching successfully to meet pupils' individual needs. Most teachers routinely check pupils' learning and swiftly address any gaps in learning that exist. However, at times, the checks that some teachers make are not rigorous enough. This means that misconceptions or errors remain. This hinders the progress that some pupils make across the curriculum.

Teaching ensures that pupils develop the essential skills they need in reading, writing and mathematics. For example, staff deliver the school's phonic programme consistently. They present new sounds clearly and provide pupils with opportunities to apply their phonic knowledge in their writing. Pupils who find reading difficult receive the support they need to catch up quickly.

Inclusion

Expected standard 

Leaders and staff have a clear vision for pupils with pupils with special educational needs and/or disabilities (SEND), those known or previously known to social care and those who are disadvantaged. They identify pupils' needs promptly, working closely with parents and carers and external specialists, to ensure that pupils get the support they need.

Staff receive a range of professional learning opportunities. These include participating in a national neurodiversity project or specific training in dyslexia. This develops staff understanding of pupils' individual needs and enables them to successfully implement the school's inclusive approach. Adaptations to learning enable pupils with SEND to engage with their learning. For example, pupils with visual impairment benefit from the use of technology.

Leaders make effective use of the additional funding the school receives to support disadvantaged pupils and their families. They routinely check on the impact this funding is having on pupils' academic and personal progress. Consequently, disadvantaged pupils benefit from the school's wider offer and any gaps in pupils' learning close quickly.

Leaders' support of looked after pupils is highly effective. Together with staff, they work with the virtual school to provide pupils with the care and support they need to flourish. Pupils' educational plans are precise and regularly reviewed. As a result, looked after pupils have high attendance and achieve well.

Leadership and governance

Expected standard 

Leaders have a clear and ambitious vision for the school. They understand what is working well and what needs to improve. Improvements to pupil outcomes and a significant reduction in rates of persistent absence reflect the impact of leaders' actions over time.

Leaders act as role models to pupils and staff. At all times, they act in the best interest of pupils, particularly those with special educational needs and/or disabilities, those who are disadvantaged and pupils who are looked after.

Trustees and members of the local governing board fulfil their statutory duties, including those for safeguarding, effectively. They provide appropriate support and challenge to ensure that leaders' actions are having a positive impact on pupils. Those responsible for governance make effective use of the systems that are in place to check and evaluate the school's work.

Leaders provide staff with a comprehensive professional learning programme. Staff value the opportunities they have to develop their expertise, to work with other schools and to undertake national qualifications.

Leaders at all levels recognise the pressures that staff face. Staff appreciate leaders' consideration of both their workload and wellbeing. They are proud to work at the school and feel very much part of a close-knit team.

Staff, local governors and trustees build effective relationships with parents and carers. Parents are positive about many aspects of the school's work. They comment upon the school's nurturing environment and the dedication and care that staff show to pupils.

Personal development and wellbeing

Expected standard 

Pupils' personal development is at the core of the school's work. Leaders have put in place an ambitious personal development programme which develops pupils' understanding of themselves, their local community and the modern world they live in.

The personal, social and health education curriculum make clear the precise knowledge and skills that pupils will develop as they move through the school. Pupils learn important life skills about water, railway and online safety. They talk with maturity about their rights. Pupils understand that 'difference' is something to celebrate. They know how fundamental British values, such as democracy, gives everyone the right to share their views. Pupils have an

age-appropriate understanding of concepts such as 'debt' and 'interest' and know how this helps them to use money wisely when they become adults. Most pupils develop their understanding of different faiths and cultures. Relationships education is age appropriate. Pupils understand that families are different and why concepts such as 'consent' are important.

Well-trained pastoral staff help pupils to regulate their emotions and manage their mental health. Pupils talk with confidence about the importance of not allowing 'their brains to be flooded' and how the 'zones of regulation' help them to understand their emotions.

Leaders ensure that the personal development programme is accessible to every pupil. They track pupil participation in clubs with precision and make effective use of pupil voice to shape the school's wider offer. This ensures that pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, do not miss out on opportunities and experiences of their peers.

Pupils develop their musical and sporting talents by taking part in competitions and music concerts. They build their character by raising money for charities or singing in the local community as part of the choir.

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

Pupils are happy and feel safe at this inclusive and welcoming school. They describe it as a place where everyone gets along with one another. Pupils understand how the school's values help them to take responsibility for their actions, be kind and have courage to try new things.

Pupils meet the high expectations that staff and leaders have for their behaviour. They understand and follow the school rules, both in and outside the classroom. Pupils are polite and behave well. This starts in the early years where children settle quickly to the clear routines that are in place. They show high levels of independence and sustain their attention well. Pupils know that bullying is not acceptable. Staff deal with any incidents swiftly on the rare occasion it does occur.

Pupils display positive attitudes to learning and attend well. By the end of Year 6, pupils develop the knowledge and understanding they need to be well prepared for secondary school. Pupils who face barriers to their learning or wellbeing, including pupils with special educational needs and/or disabilities, receive the support they need to thrive and make progress from their starting points.

Relationships between pupils and staff are warm and respectful. Staff know the pupils for the individuals they are. Pupils trust adults to listen and help them. They talk positively about 'Wilbur the worry monster' and how this helps them to share any worries or concerns that may arise.

Pupils, particularly those who are disadvantaged, play a full and active role in the life of the school. They enjoy taking part in football and story club, trips to the Houses of Parliament and residential visits. Pupils are proud of their leadership responsibilities, which include the

‘listening’ and ‘rights respecting’ teams. They understand how these roles enable them to represent their classes when making decisions about the school.

Next steps

- Leaders should continue to ensure that staff consistently check pupils’ understanding and use this information to swiftly address misconceptions and inform future learning.
 - Leaders should continue to ensure that pupils develop the depth of knowledge, understanding and skills they need across the curriculum.
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About this inspection

This school is part of Educate Together 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, Sam Nowak, and overseen by a board of trustees, chaired by Kate Aldworth.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher, special educational needs and disabilities coordinator, a group of staff and pupils. The lead inspector met with members of the local governing board, including the chair, the chief executive officer, the chair of trustees and some other trustees. They also held a telephone discussion with a representative from the local authority.

The inspectors confirmed the following information about the school:

The school does not make use of any alternative provision.

The school has undergone significant changes since the last inspection. This includes changes to the school's structure, leadership and staffing.

Headteacher : Chris Thomas-Unsworth

Lead inspector:

Ben Jordan, His Majesty's Inspector

Team inspectors:

Spencer Allen, Ofsted Inspector

Clare Tilling, 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 7 July 2026

School and pupil context

Total pupils

228

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

210

Below 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)

10.24%

Below 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

2.63%

Close to 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

15.79%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Below 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	55%	61%	Close to average
2024/25 (final)	67%	62%	Close to average
2023/24 (final)	54%	61%	Close to average
2022/23 (final)	43%	60%	Below

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	79%	74%	Close to average
2024/25 (final)	80%	75%	Close to average
2023/24 (final)	79%	74%	Close to average
2022/23 (final)	79%	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	66%	72%	Close to average
2024/25 (final)	80%	72%	Above
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	43%	71%	Below

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	67%	73%	Close to average
2024/25 (final)	77%	74%	Close to average
2023/24 (final)	61%	73%	Below
2022/23 (final)	64%	73%	Below

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	55%	46%	Above
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	82%	62%	Above
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	55%	59%	Close to average
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	55%	60%	Close to average
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	55%	68%	-13 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	82%	80%	2 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	78%	S

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	55%	78%	-23 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	55%	80%	-25 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

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 (3 term)	4.6%	5.2%	Close to average
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	5.5%	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 (3 term)	7.6%	13.0%	Below
2023/24 (3 term)	14.2%	14.6%	Close to average
2022/23 (3 term)	11.7%	16.2%	Below

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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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