

# Inspection of a good school: Thrupp School

Thrupp Lane, Stroud, Gloucestershire GL5 2EN

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Inspection date:

12 November 2019

## **Outcome**

Thrupp School continues to be a good school.

## **What is it like to attend this school?**

Thrupp School is a friendly and welcoming school. The headteacher leads with enthusiasm. She is ably supported by other leaders and staff. All adults prioritise pupils' welfare and education. They work effectively together to provide the best education that they can.

The school is an important part of the local community. Parents and carers are overwhelmingly positive about the education that the school offers. Many parents say they like the 'family feel' of the school. They value the support of approachable and caring staff.

Adults have high expectations of pupils' behaviour. Pupils are polite and respectful. They behave well and confirm that bullying is not a problem. They trust adults and know that they will help them to sort out any problems.

The school provides interesting experiences which motivate pupils to learn and help them to do well. Pupils come to school happily and settle to work quickly because they find learning fun. The school's vision, 'Doing our best to be our best', encourages pupils to persevere because they want to succeed. Pupils are proud to attend the school.

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

Pupils follow a broad and inspiring curriculum. This sparks their curiosity. Leaders and teachers have recently revised the curriculum to make it more demanding in subjects such as history. Teachers plan lessons that are sequenced well. This helps pupils to build the necessary knowledge and skills for future learning. As a result, they achieve well. Pupils learn about important events in history, such as the Great Fire of London. They consider how historical events changed people's lives. For example, they reflect on what it might have been like for Samuel Pepys to live in London in 1666.

Leaders know that updated subject plans must become fully embedded. This will help

them to check that pupils are developing the appropriate depth of knowledge and skills. Pupils read regularly at home and at school. This helps them to become confident, fluent readers. Effective teaching develops pupils' vocabulary and comprehension. However, some older pupils say that they would like adults to read to them more often. They also do not have regular opportunities to choose books from the school library.

Pupils practise and improve their mathematics regularly. For example, Year 5 pupils use different methods of adding and subtracting numbers to solve problems. Year 6 pupils apply their knowledge of division to find averages.

Teachers and teaching assistants give clear explanations. This helps pupils to understand what to do. Adults ask helpful questions which encourage pupils to think hard about their learning. Leaders and teachers routinely check pupils' learning to find out how well they are doing. They adapt teaching to provide further challenge or support when it is needed. For example, pupils with special educational needs and/or disabilities receive additional teaching. This helps them to catch up.

The school's work to promote pupils' spiritual, moral, social and cultural development is effective. For example, pupils love 'Be the best Fridays', when they get the chance to learn important life skills, such as cooking. Pupils participate in a range of other experiences, such as African drumming, sport and art. Pupils learn how to manage risks, such as climbing trees and chopping wood, during forest school activities.

The school is led and managed well. Leaders collaborate well with staff to meet pupils' needs. Staff feel respected and valued. Governors keep a close check on the school. They take time to visit the school to find out about its work.

Since the last inspection, the school has developed the early years classroom and outdoor area. Children in Nursery and Reception have settled well into the early years. They understand routines and behave well. They play and learn happily with one another. Children concentrate well because they want to find things out. Effective teaching in the early years helps children to develop secure reading skills. Children love talking about books and hearing adults read to them. For example, children enjoy listening to 'The Owl Who Was Afraid of the Dark'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Adults prioritise pupils' safety. Leaders and teachers know pupils well. They provide families with help when they need it. Pupils feel safe because they know that adults look after them well. Parents agree. Pupils are confident to talk to an adult if they have any worries. Pupils learn how to keep themselves safe. For example, they learn what to do in an emergency.

Leaders make sure that the necessary checks are carried out before staff begin work at the school. Leaders provide staff with relevant updates to their training. They, therefore, know how to refer concerns.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Key stage 2 pupils do not have enough opportunities to listen to adults read to them or to select from the school's wide range of library books. This limits their potential to develop their enjoyment of reading. Leaders need to ensure that they give pupils more opportunities to listen to and read a wide variety of high-quality texts.
- Leaders have recently revised subject plans. They must continue to check that sequences of teaching enable pupils to deepen their knowledge and skills so that they progress well through the curriculum.

## 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 a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 29–30 March 2011.

## 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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	115544
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10058393
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	135
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	André Bovington
<b>Headteacher</b>	Donna Mylechreest
<b>Website</b>	<a href="http://www.thruppschool.co.uk">www.thruppschool.co.uk</a>
<b>Date of previous inspection</b>	29 September 2015

## Information about this school

- The school provides nursery education for two- and three-year-olds.

## Information about this inspection

- Inspectors held meetings with the headteacher, the deputy headteacher and the special educational needs coordinator, who is also the early years leader. Inspectors met with curriculum leaders for English, mathematics and history.
- Inspectors considered a range of documentation provided by the school. They also reviewed the school's safeguarding procedures.
- The lead inspector met with a group of governors, including the chair of governors.
- Inspectors held meetings with leaders, teachers and pupils to talk about the quality of education at the school. An inspector heard pupils read.
- Inspectors did deep dives in these subjects: reading, mathematics and history. Inspectors discussed the curriculum design with leaders, carried out lesson visits with school leaders, scrutinised pupils' work and spoke to pupils and teachers from the lessons visited.
- Inspectors observed pupils' behaviour at various times of the day, including breakfast

club, breaktime and lunchtime. They also spoke informally with pupils to gain their views of the school.

- Inspectors spoke with parents at the start of the school day. They considered 48 responses to Ofsted's online survey, Parent View, along with 26 additional free-text comments. Inspectors also took account of 55 responses to the online pupil questionnaire and 23 responses to the online staff questionnaire.

### **Inspection team**

Catherine Beeks, lead inspector

Ofsted Inspector

David New

Ofsted Inspector

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