

# Inspection of Siddington Church of England Primary School

The Coach Road, Siddington, Cirencester, Gloucestershire GL7 6HL

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Inspection dates: 5 and 6 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Requires improvement</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

This is a smaller than average school in a rural setting. It is a thriving community. Pupils work together happily every day. Parents praise the school and value the dedication of the headteacher. As one parent said, 'I cannot be happier with the school.'

The headteacher has high expectations for pupils and staff alike. There has been a rapid change in the recognition of what pupils can achieve. This shows in pupils' attitudes to what they are learning. Pupils are proud of their work and present it neatly.

The school is, overall, a calm and orderly environment. Staff are skilful in dealing with any emotional issues that pupils have. However, there are occasional times when some pupils feel uncomfortable because of the behaviour of a minority. Most pupils understand right from wrong, but there are a few who are not yet aware of how to be respectful consistently.

The Christian ethos pervades the school. Leaders have provided an attractive outdoor space where pupils exercise or sit quietly in the prayer corner. Parents designed and built the prayer space from donations. This is a true reflection of the commitment that parents have to the school.

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

Trust leaders have provided strong support to the school. They have worked diligently to make sure pupils learn well-sequenced curriculums. This has been most successful in English and mathematics. Many other subjects are developing similarly well-planned curriculums. Teachers are gaining in their knowledge of the full range of subjects. There are still some curriculums, including the early years, that need further refinement.

Reading sits at the heart of the school. Teachers and teaching assistants are confident in the teaching of phonics. From Reception to Year 3, pupils' reading is becoming fluent because of the attention to detail that staff provide. Pupils have a love of reading, both fiction and non-fiction. Leaders have provided an exciting school library. Pupils spoke of their enjoyment of choosing books weekly to read or share with their families. Some older pupils do not have sufficient guidance in their choice of reading books.

Despite the many difficulties in staffing over the past two years, Year 6 pupils are ready for the next stage in their education. Leaders have thought carefully about how to make this happen. Their planning and thinking have paid off. This is a typical example of the ingenuity of leaders to ensure pupils are receiving the best possible education.

Disruption to learning is rare. Pupils understand how to behave. For example, children in Reception sit and listen respectfully to each other. Reception staff use rhymes and songs effectively to encourage routines. In other year groups, pupils also engage positively with the curriculum at an appropriate level. Therefore, in most subjects, pupils build successfully on their learning, so that they know and remember more over time.

Pupils with special educational needs and/or disabilities (SEND) receive a high level of targeted support. The special educational needs co-ordinator, who is the headteacher, goes the extra mile to make sure pupils with SEND have their needs met. As a result, pupils with SEND understand the school curriculum.

Staff make every effort to provide pupils with positive experiences that enrich their personal development. For example, pupils in Year 5 are going on a residential trip. Extra-curricular clubs, from archery to choir, happen after school. Pupils, including the disadvantaged and those with SEND, attend in line with others. The school participates in the daily mile to improve physical health. Pupils enter local sports competitions on a regular basis with many successes. The school provides healthy nutritional lunches. Pupils learn about healthy eating within science.

The personal, social, health and economic curriculum educates pupils to become a responsible citizen of the future. Pupils learn about both the school and British values which reinforces their understanding of democracy, respect, compassion and tolerance. The focus on oracy helps pupils to debate a range of topics in a measured way.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive regular and up-to-date training. They know how to identify and report any concerns about pupils who may be vulnerable. Leaders of safeguarding make sure that external support is provided, at the right level, to keep pupils safe.

Recruitment checks are undertaken vigilantly. The school has suitable policies in place to raise awareness among staff and parents about the dangers of sexual harassment, online sexual abuse and sexual violence. Pupils are aware of safeguarding risks.

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

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

- In a few curriculums, including the early years, pupils are not gaining knowledge in a carefully sequenced way. As a result, some pupils are not building on prior

learning effectively. Leaders must ensure that curriculums are planned and implemented well, so that pupils learn more and remember more over time.

- A few older pupils shared concerns about some disrespectful behaviour they have experienced, mainly verbal, during social times. As a result, a minority of pupils feel uncomfortable about the way their peers behave towards them. Leaders must ensure that strong communication and education lead to a culture of respect continuously.

## 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.

If you are the school and 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>	145607
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10231292
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	83
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Graham Russell
<b>Headteacher</b>	Katie Cook
<b>Website</b>	<a href="http://www.siddington.gloucs.sch.uk">www.siddington.gloucs.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is a member of the Corinium Education Trust.
- The headteacher was appointed in September 2020.
- The school does not use alternative provision.
- The school is a Church of England school in the diocese of Gloucester. The previous section 48 inspection took place in June 2019.
- Siddington Church of England Primary School became an academy school in April 2018. When its predecessor school, Siddington Church of England Primary School, was last inspected by Ofsted, it was judged to be good overall.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the chief executive officer, the chair of governors, a foundation governor, the headteacher, the senior teacher, the chair of the trust's standards committee, staff and pupils. The lead inspector had a telephone conversation with the school improvement lead for the trust.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics, science and history.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to leaders about the curriculum in some other subjects.
- Inspectors looked at the single central record and discussed case studies of vulnerable pupils with the designated safeguarding lead. They spoke to staff and pupils about the training and education they had received about keeping safe.
- Inspectors took account of the Ofsted survey, Ofsted Parent View, and the results of the staff and pupil questionnaires.

## **Inspection team**

Kathy Maddocks, lead inspector

Her Majesty's Inspector

Tonya Hill

Ofsted Inspector

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