

Inspection of Meysey Hampton Church of England Primary School

School Lane, Meysey Hampton, Cirencester, Gloucestershire GL7 5JS

Inspection dates: 15 and 16 November 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 17 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Children get off to a flying start in the early years. Pupils enjoy learning. Their well-being is prioritised as highly as their academic achievement. Pupils appreciate the wide range of enrichment activities on offer, such as learning to play the violin, the 'Meusey Mile' and residential visits. Pupils' personal development, talents and interests are nurtured well.

Pupils are proud to take on roles of responsibility. For example, Year 6 pupils enjoy being 'buddies' with the Reception Year children. Pupils are kind and caring and show respect for each other and adults. They know and understand the school's values. Pupils learn about people in need and how they can help. They regularly collect donations for a local food bank.

There is a calm and purposeful learning environment in the school. Staff have high expectations for pupils' behaviour. This begins in the early years. Pupils behave well and respond appropriately. They are polite and well mannered. Pupils attend school regularly.

Parents say the staff are supportive and encouraging of their children. Pupils are confident that staff will help them if they have worries or friendship issues. Pupils say they feel happy and safe in school.

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

The school's early years curriculum is used to carefully plan engaging learning activities in the classroom and outdoor spaces. Staff use high-quality talk to develop the children's skills and knowledge well. For example, children use the correct mathematical words when counting and comparing objects up to the number eight.

Leaders have rightly prioritised pupils learning to read well. The youngest pupils read books that closely match the phonics they learn. Staff's knowledge of phonics is secure. They swiftly and correctly spot when pupils need extra practice. Consequently, pupils make strong progress in building their phonics knowledge. This helps pupils read with confidence and increasing speed.

Pupils enjoy reading a wide range of high-quality texts. Teachers regularly read, ask questions and discuss books with their class. This helps pupils develop their reading comprehension skills and knowledge successfully. Staff promote reading across the school effectively.

Leaders, including governors, are ambitious for pupils' academic and personal development. This vision is shared by staff. They have developed a clearly sequenced curriculum from Reception Year through to Year 6. Leaders have identified the essential knowledge they want pupils to know and remember.

There are some curriculum areas that teachers do not plan effectively. The learning activities do not always help pupils retain and deepen their essential knowledge well enough. When this occurs, pupils are unable to build links between important knowledge. For example, in history, they are unable to recall prior knowledge and make connections between monarchy and settlements.

Pupils with special educational needs and/or disabilities (SEND) are identified accurately. Appropriate support is put in place swiftly. For example, pupils use individualised resources that help meet their needs. Nevertheless, leaders are strengthening support for pupils with SEND. This includes fewer and more precise individual targets that are regularly checked.

There are clear routines and expectations for pupils' behaviour. These begin in the early years. Pupils who need additional help to understand their emotions and actions are supported well by skilled staff.

Staff help pupils to learn how to be physically and mentally healthy. They regularly read books together that support pupils' social and emotional development well. Pupils know how the school's values help them to make the right choices in life. They understand the importance of democracy and respect. Pupils believe everyone should be treated fairly. They are deepening their knowledge and experience of life in modern Britain.

The well-being of pupils, parents and staff has a high profile at the school. Staff appreciate leaders' consideration and support to manage their workload.

The school's governing body has systems in place to monitor and evaluate the effectiveness of leaders' actions. Governors know the school's strengths and areas for development. They provide challenge and support for leaders to help bring about school improvements.

Safeguarding

The arrangements for safeguarding are effective.

Leaders complete the necessary safeguarding checks before staff and volunteers begin working at the school. The accuracy of safeguarding records is checked regularly by governors.

Staff receive training to help them identify the needs of vulnerable pupils. They record concerns and share them with leaders. Leaders respond appropriately. They know the external agencies to seek advice and support from for pupils and families in need.

Pupils are taught how to keep themselves safe online. For example, they know not to share passwords.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The intended curriculum is not implemented effectively in all subjects. This means in some wider curriculum subjects essential knowledge is not taught sufficiently well. Leaders need to support teachers to ensure that important content is taught and assessed accurately and consistently across all curriculum subjects.

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](#)' 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

Unique reference number	115636
Local authority	Gloucestershire
Inspection number	10211836
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	The governing body
Chair of governing body	Steve Key
Headteacher	Claire Lewis
Website	www.meyseyhamptonprimaryschool.co.uk
Date of previous inspection	3 October 2007, under section 5 of the Education Act 2005

Information about this school

- The school is a Gloucestershire Local Authority maintained school.
- It is a Church of England school within the Diocese of Gloucester.
- The school is part of the South Cotswold School's Partnership.
- The headteacher and deputy headteacher were appointed in September 2019.
- The school does not use any alternative provisions.

Information about this inspection

The inspectors carried out this graded 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.
- The inspectors met with the headteacher, the deputy headteacher, staff, pupils, governors, including the chair of the governing body, and a local authority

representative. A representative from the Diocese of Gloucester attended the final feedback meeting.

- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- The inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- The inspectors also observed pupils during breaktimes, looked at pupils' work and spoke with pupils and leaders about personal, social and health education and opportunities for pupils' personal development.
- The inspectors reviewed the school's safeguarding documentation, including records of safeguarding checks carried out on staff working at the school. They considered how well the designated safeguarding lead acts on concerns about pupils' safety and welfare. The inspectors spoke to pupils, staff and governors about safeguarding practices.
- The lead inspector considered the responses to the online survey, Ofsted Parent View. She also took into consideration the responses to the survey for staff. There were no responses to the pupil survey.

Inspection team

Marie Thomas, lead inspector

His Majesty's Inspector

Wendy Marriott

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2022