

Inspection of a good school: Hatherop Church of England Primary School

Hatherop, Nr Cirencester, Gloucestershire GL7 3NA

Inspection date: 14 March 2023

Outcome

Hatherop Church of England Primary School continues to be a good school.

What is it like to attend this school?

Hatherop is a nurturing school at the heart of its community. Staff know pupils well. Pupils feel safe, cared for and supported. Pupils express themselves with confidence because staff want to hear their views and are interested in what they say.

Children learn well from the start of the early years. This continues as pupils rise through the school. The curriculum is designed so that pupils in mixed-age classes build their knowledge over time. Pupils with special educational needs and/or disabilities (SEND) are well understood. Teachers make sure they complete the same curriculum as other pupils, because they are ambitious for all pupils to be successful.

Pupils are happy, enthusiastic and dedicated learners. They move around the school in a calm and orderly manner. Bullying and unkindness are uncommon. Staff resolve any problems quickly. Pupils trust adults to help them to understand and resolve any problems.

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

Leaders and teachers have created an ambitious curriculum that engages pupils in their learning. This is carefully designed so that pupils' knowledge and skills build over time. Leaders make sure that all teachers know the school's curriculum well.

Leaders take steps to make sure all pupils get off to a good start in reading. Children in the early years learn phonics from the beginning of Reception. Staff skilfully introduce new sounds to children. They show them how to blend the sounds together to read words. Pupils who need help to keep up with learning are given extra practice. A small number of pupils need extra support to ensure they read well and keep up with their peers. However, the curriculum does not ensure pupils read a wide range of literature. This limits their love of reading and does not prepare them well for the next stage in their learning.

Teachers present information clearly to pupils. They check pupils' understanding and help them when they are stuck. Teachers talk to pupils about their learning, so that they know where they are making mistakes and how to correct them. Lessons are planned so that pupils can remember what they are learning long term. Leaders make sure that staff are well trained to meet the needs of pupils with SEND. Learning activities are adapted for these pupils.

Teachers use assessment to check how well pupils are learning the curriculum and to fill gaps in pupils' knowledge. Leaders are developing assessment in wider curriculum subjects. For example, in music teachers and pupils review their own progress from the start to the end of a unit and know how they have improved. In the early years, teachers check what pupils know and can do when they join the school. They use this information to plan a curriculum that prepares pupils well for Year 1.

Positive attitudes to learning are embedded within the school's culture. Staff have high expectations of pupils' behaviour. Pupils behave well and stay focused on their learning, including in the early years. When incidents happen, leaders use a restorative approach effectively. This enables pupils to reflect on their own behaviour and think about their impact on others.

Pupils enjoy a range of clubs and trips that support pupils' wider personal development. The school's values underpin its approach to pupils' moral and character development. As a result, pupils show respect when discussing aspects such as life choices and family models different from their own. However, pupils do not have a deep understanding of fundamental British values, such as democracy.

Governors work strategically with leaders to improve the school. However, they do not have a secure understanding of some aspects of the school's work. This is because they do not always have the information they need to support and challenge leaders. For example, to check the impact of leaders' actions to manage pupils' behaviour. Leaders and governors pay particular attention to the workload of staff. Staff are overwhelming positive about the leadership of the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff have the training they need to protect pupils and keep them safe. The school makes appropriate checks on the suitability of adults working at the school. Leaders undertake an annual safeguarding audit.

Pupils say they feel safe at school. The school facilitates support from specialist outside agencies for parents. These help parents with aspects of safeguarding, such as online safety.

Governors monitor and check some of the schools safeguarding work, such as the single central register. However, they do not gather sufficient information to make sure elements, such as multi-agency working, are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum does not provide pupils with a broad range of literature to promote a love of reading. Pupils do not read a broad range of texts within the curriculum or for pleasure. Leaders should ensure the curriculum includes a greater breadth of literature so that pupils read more widely.
- Governors do not have a secure understanding of some aspects of the school's work. This impedes their ability to challenge and support leaders in these areas. Governors should ensure they have the information they need to support and challenge the school effectively.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded Inspection since we judged the school to be good in November 2013.

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	115628
Local authority	Gloucestershire
Inspection number	10268678
Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair of governing body	Milly Bowring
Headteacher	Taryn Hancock
Website	www.hatherop.gloucs.sch.uk
Date of previous inspection	14 November 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up post in September 2020.
- The school runs its own breakfast and after-school provision.
- The school does not use alternative providers.
- The school is designated as having a religious character. Its last inspection under the Statutory Inspection of Anglican and Methodist Schools was in 2019, when it was judged good overall.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The impact of the pandemic was considered during the inspection.
- Inspectors met with the headteacher and other leaders in the school. They also spoke with a range of staff and pupils, a member of the local authority and four members of the governing body.

- Inspectors considered the view of parents and carers through responses to Ofsted Parent View, including the free-text comments. They also considered responses from staff and pupils to the Ofsted survey.
- The lead inspector examined a range of safeguarding documentation and spoke to leaders and staff to check how well they understand safeguarding procedures.
- Inspectors observed pupils' behaviour at playtimes, in lessons and around school. They also spoke to pupils about their experiences at school.
- Inspectors carried out deep dives in early reading, mathematics and music. They met subject leaders and teachers, looked at pupils work and visited a sample of lessons.
- Inspectors considered a range of documentation, including the self-evaluation, school improvement plan and minutes of a range of governing body meetings.
- The lead inspector listened to pupils read.

Inspection team

Jen Edwards, lead inspector

Ofsted Inspector

Paula Marsh

Ofsted Inspector

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