

# Inspection of Stogursey Church of England Primary School

Tower Hill, Stogursey, Bridgwater, Somerset TA5 1PR

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Inspection dates: 24 and 25 May 2023

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Requires improvement</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?**

Pupils at Stogursey Church of England Primary School are kind and considerate. They enjoy attending school. Relationships between adults and pupils are warm. Pupils say that everyone feels safe and that staff care for them. They know that if they have any worries or concerns, they can go to the 'cosy cottage' to discuss them and staff will help them sort these out.

Leaders have placed the school's distinctive ethos at the centre of learning. They have built strong, inclusive relationships with pupils and their families. Pupils participate in a variety of community events. For example, they speak enthusiastically about their part in the maintenance of a historical local well.

Pupils socialise happily with one another. They understand the importance of treating everyone fairly. Pupils enjoy taking on responsibilities. For example, members of the communication team organise lunchtime activities for younger pupils. They are confident to debate different viewpoints on important topics or current affairs. This helps them to develop a sense of responsibility and leadership. Pupils recognise that it is important to listen to the views of others.

Pupils value the opportunities they take up to develop their talents and interests. They find particularly rewarding those activities such as tending the school allotment garden. Pupils enjoy harvesting the apples, vegetables and flowers and appreciate the importance of caring for the environment.

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

Although leaders have made many alterations to the curriculum recently, their ambition is not fully realised in the quality of education that pupils receive in some subjects. In some curriculum areas, leaders have not ensured that the curriculum is fully developed or implemented as they intend. Consequently, pupils are not supported well enough to build up their subject knowledge. Furthermore, leaders do not have an accurate overview of the effectiveness of the curriculum in some areas. This, coupled with significant staffing challenges, has hampered the overall pace of improvement.

Children do, however, make a strong start at pre-school. Leaders have clearly defined what it is important for children to learn and by when. Teaching is supported by carefully chosen resources. Adults build learning around children's interests skilfully. Children enjoy sharing books and join in with songs and rhymes. They are well prepared for the transition into school.

Pupils with special educational needs and/or disabilities (SEND) are supported well. Staff know their precise needs. The special educational needs coordinator works with a range of external agencies to provide carefully planned, individual support for pupils. This means that pupils with SEND learn successfully.

The reading curriculum begins as soon as children start at school. However, not all staff have sufficient training to implement this as intended. This means that pupils do not develop the knowledge and skills they need to read in a timely fashion. Staff do not identify all pupils who would benefit from further support to catch up. Once pupils have learned to read, there are opportunities to continue to read for pleasure. Older pupils speak positively about their favourite authors and the books they have read. They particularly enjoy listening to the class reading books.

Pupils take part in a range of experiences to support their personal development. This is a strength of the school. For example, all pupils learn a musical instrument. Pupils particularly enjoy 'Adventurers' lessons. Here, they learn skills ranging from creating recipes and cooking to map-reading and orienteering, as well as other aspects of the design and technology and science curriculums.

Pupils are well prepared for life in modern Britain. They embrace opportunities to learn about religions and beliefs that differ from their own. Pupils talk with maturity about the importance of the democratic process. They say that it is important for everyone to have a voice. Staff support pupils to have a clear understanding of right and wrong. Pupils understand that rules are important in school and in wider society. They can make connections between school rules and the rule of law.

Leaders are considerate of staff well-being. Staff appreciate the support that leaders provide to help them to manage their workload. They say that they are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a robust culture of safeguarding in place. Staff and governors have received training that keeps them up to date with good practice. They are confident to identify and report any concerns they have. Leaders follow up on any concerns and act on these quickly.

Leaders work well with external agencies to support pupils and their families, where appropriate. Governors and other leaders carry out thorough checks to make sure that adults appointed to work in the school are suitable.

Pupils learn how to keep safe through their curriculum. They understand the importance of being safe when online and the measures they can take to ensure this.

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

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

- Staff do not consistently teach the reading curriculum effectively. This means that some pupils do not build sufficient knowledge and skills to read in a timely

fashion. Moreover, some pupils do not receive the support they need in order to catch up when they fall behind. Leaders need to ensure that the reading curriculum supports all pupils to read confidently and well.

- Leaders have not ensured that the curriculum is fully developed or implemented as they intend. Consequently, pupils are not supported well enough to build up their subject knowledge in an incremental way. Leaders need to ensure that the curriculum in all subjects is well designed and implemented.

## 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

<b>Unique reference number</b>	147326
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10287374
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	65
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Robert Brown
<b>Headteacher</b>	Gary Tucker
<b>Website</b>	<a href="http://www.stogurseyprimaryschool.co.uk">www.stogurseyprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is designated as having a religious character. Its most recent section 48 inspection for schools of a religious character took place in March 2018.
- The school does not use any alternative providers.
- The school is part of Quantock Education Trust.
- The school includes provision for two- and three-year-old children.

## 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 had received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and took that into account in their evaluation of the school.
- The inspectors held discussions with the headteacher, subject leaders, those responsible for governance, trust leaders, those responsible for safeguarding and other leaders.

- The inspectors carried out deep dives in early reading, mathematics and art. The inspectors held discussions with teachers, pupils and subject leaders, including leaders of geography and history. They visited a sample of lessons and reviewed pupils' work. The lead inspector listened to pupils reading to a familiar adult.
- The lead inspector reviewed the school's safeguarding documentation, including records of safeguarding checks carried out on staff working at the school.
- The inspectors considered how well the designated safeguarding lead acts on concerns about pupils' welfare and safety. They talked to staff, pupils and governors about the culture of safeguarding in the school.
- The lead inspector considered responses to the online survey, Ofsted Parent View, and the free-text comments. She also reviewed the responses to the online pupil and staff surveys.

### **Inspection team**

Liz Geller, lead inspector

His Majesty's Inspector

Sarah O'Donnell

Ofsted Inspector

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