

Inspection of Charlton Horethorne Church of England Primary School

Charlton Horethorne, Sherborne, Dorset DT9 4NL

Inspection dates: 11 and 12 July 2023

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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils and staff develop warm, caring relationships built on trust and respect. Clear routines and expectations help children settle quickly into school. Children in Reception Year learn how to share and take turns with their friends successfully. This ensures pupils of all ages play well together.

Staff know pupils and their families well. Parents and carers describe the school as being 'one big family', where staff are kind and nurture their children. Parents say their children are happy to attend school. Pupils attend school regularly.

Pupils feel safe in school. They take great pride in whole-school projects, such as the creation of the school's memorial sensory garden. They are especially proud that their winning internet safety film was broadcast live from the BT Tower, London.

Pupils are taught how to keep themselves physically and mentally healthy. They frequently take part in a wide range of after-school clubs and educational trips. Pupils learn the importance of teamwork through sporting events and the Year 5 and 6 residential visits. They learn to 'stick at it' and not give up. Over time, pupils develop skills for life that prepare them well for the next stage of their education.

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

Leaders and staff have crafted a clearly sequenced and coherent curriculum from the early years to Year 6. They have identified the essential knowledge pupils must know and remember in all subjects. Some wider subject curriculums, such as French and computing, are new. Subject leaders have identified gaps in pupils' knowledge. They rightly change the order in which the curriculum is taught to ensure pupils do not miss important knowledge in these new subjects. Subject leaders support staff to develop their subject knowledge and check the curriculum is taught well.

Nevertheless, the role of subject leader is not as well developed in all curriculum areas. In some subjects, leaders do not measure the impact of their work accurately. Leaders cannot assure themselves that plans to improve the quality of education are effective.

Leaders are passionate and determined that all pupils read well. This begins in the early years when staff develop children's speaking and listening skills in preparation to learn phonics. Staff use their secure phonic knowledge to teach the programme consistently. Regular checks help staff identify pupils who need extra support to develop their phonic knowledge. Keep-up sessions are used to target and rectify misconceptions and gaps appropriately. As their phonic knowledge develops, pupils can segment and blend phonemes with increasing accuracy and confidence.

'Fab Five' class books are carefully chosen to increase pupils' vocabulary and inspire their writing. The books are selected to match topics and pupils' interests effectively.

Teachers skilfully use class discussions to encourage pupils to practise using new words. Pupils enjoy listening to stories and reading for pleasure.

Staff have high expectations for pupils' behaviour. This begins in the early years where children follow clear routines. There is a calm and orderly environment in the school. Staff care for pupils' well-being. Some pupils have extra help to recognise and manage their emotions and behaviour. This work is ongoing. Pupils with special educational needs and/or disabilities receive appropriate support to help them achieve success personally and academically.

Through planned experiences, such as voting for school council representatives, pupils learn about democracy. Pupils raise money for charities they are interested in or have a personal connection to. They learn about citizenship and social responsibility. Pupils can name the school values but do not understand them. They are unsure how their school values link to the fundamental British values. Therefore, pupils do not have a secure understanding 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.

Safeguarding

The arrangements for safeguarding are effective.

Safer recruitment checks are completed before staff and volunteers begin working at the school. Governors assure themselves that safeguarding records are up to date and accurate.

Staff know how to fulfil their safeguarding roles and responsibilities because they complete appropriate training. Staff report safety and welfare issues accurately. Leaders always follow up on concerns and ensure outcomes are noted. Leaders seek advice when needed to try and secure appropriate support for pupils and their families.

Right from the start, pupils are taught how to keep themselves safe online. This knowledge is secure.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the role of the subject leader is less well developed. Some subject leaders do not have the knowledge and skills required to ensure staff deliver the curriculum well. Leaders need to develop the role and expertise of subject leaders to ensure that the curriculum helps pupils learn important content well.
- Some pupils do not have a secure knowledge of fundamental British values. They

do not understand how their school and British values could help them to make positive life choices. Leaders need to ensure pupils know the school and British values to effectively prepare pupils for life in modern Britain.

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	146896
Local authority	Somerset
Inspection number	10268531
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	54
Appropriate authority	Board of trustees
Chair of trust	David Middleton
Headteacher	Sara Watkins
Website	www.charltonhorethornecofeprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the Sherborne Area Schools' Trust (SAST) in May 2019.
- It is a Church of England school within the Diocese of Bath and Wells.
- The headteacher began in September 2022 having previously been the assistant headteacher.
- The school does not use any alternative provision.

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, staff, pupils and governors, including the chair of the local governing body, the education director and primary director.

- 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 computing. For each deep dive, the inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons in phonics, mathematics and computing, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also observed pupils during breaktimes 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 Ofsted's online survey, Parent View. She also took into consideration the responses to the surveys for staff and pupils.

Inspection team

Marie Thomas, lead inspector

His Majesty's Inspector

Gary Schlick

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 2023