

Inspection of Southrop Church of England Primary School

Southrop, Lechlade, Gloucestershire GL7 3NU

Inspection dates: 3 and 4 October 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Much of the school's curriculum is new. The essential knowledge the school wants pupils to know and remember is not identified in all subject curriculums. Therefore, the school's work to check and fill gaps in pupils' curriculum knowledge is in its infancy. This includes the individual education plan targets for pupils with special educational needs and/or disabilities (SEND).

The school helps pupils to feel safe and ready to learn. Pupils know how to look after their bodies and minds. Pupils enjoy taking part in the school's move-it sessions. School council members suggested the use of calm spaces in classrooms. Pupils are happy and safe in school. They play and learn well together.

Pupils benefit from a wide range of enrichment experiences offered by the school. For example, pupils enjoy climbing sessions and after-school clubs. Trips and visitors to the school help pupils to explore the wider world. Older pupils develop their financial knowledge through their work in the community.

New pupils and their families are warmly welcomed to the school. Pupils learn sign language to communicate with people effectively. Pupils believe that everyone should be treated fairly. Parents and carers value the care and individual attention their children receive.

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

The school's early years curriculum is adapted to meet the needs of individual children. Adult-led and play-based activities are carefully planned to enhance children's strengths and provide support for their areas of development. There is a sharp focus on developing the youngest pupils' communication and language skills and knowledge. When staff expect pupils to use important curriculum words, pupils' use of subject-specific vocabulary develops well. For example, pupils use the correct mathematical words when explaining their thinking and calculations.

Pupils secure their phonics knowledge to read well. The school encourages pupils to develop a love of reading. Teachers share carefully chosen, high-quality books with their classes. Talking about the books and practising reading help to improve pupils' reading fluency and comprehension. Pupils enjoy finding new authors and different types of books when they visit the local library and attend book clubs.

Nevertheless, some pupils have gaps in their phonics knowledge that hinder spelling accuracy. Opportunities to check pupils' use of their phonics knowledge and spelling of sight words are often missed. When this happens, pupils repeat spelling errors in their written work.

Some wider curriculum content is in development. The essential knowledge in these subjects is not clearly identified or structured in clear, achievable steps. Where important curriculum content is not clear, teachers do not know what essential

knowledge should be taught. As a result, some learning activities are not suitable. Pupils are unable to build on prior learning. They do not know more and remember more over time.

Most pupils with SEND have individual targets that reflect their needs. However, some targets are not precise. As a result, teaching and resources are not adapted effectively to meet the needs of those pupils. When this occurs, some pupils with SEND are not supported sufficiently well.

The school has high expectations for pupils' behaviour. There is a calm environment in the school. Pupils behave well. Some pupils need extra help to learn how to understand and manage their feelings. Skilled staff are quick to spot pupils who need additional support. This leads to productive learning in class and enjoyable playtimes. Pupils enjoy school and attend regularly.

Books shared in lessons and collective worship help pupils to explore and understand the lives of people different to their own. The school carefully selects visitors and curriculum content that challenge stereotypes. Activities such as mock trials and electing school council representatives mean pupils have a strong knowledge of some fundamental British values. Pupils are taught about life in modern Britain.

The school accesses external support to help implement its school improvement plans. Some of this work is new. For example, governors are increasing their knowledge of their roles and responsibilities. Staff say they feel well supported to manage their workload. Staff are proud to work at Southrop.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils with SEND do not have accurate targets in their individual education plans. This means that staff are not able to plan and resource the provision to meet pupils' needs effectively. The school needs to ensure that targets for pupils with SEND are precise and that provision is precisely matched to their needs.
- Gaps in pupils' phonics and spelling pattern knowledge in key stage 2 go unchecked. Pupils continue to make repeated spelling errors in their writing. The school needs to ensure that pupils secure their knowledge of phonics and spelling patterns to use correctly in their independent written work.
- The school has not identified the essential knowledge it wants pupils to know and remember in some foundation subject curriculums. This means pupils do not remember some of the important concepts. They are unable to build on prior learning and make connections between concepts taught. The school needs to

identify the essential knowledge pupils must know and remember in all subject curriculums.

- Staff do not have secure subject knowledge of some curriculums. Consequently, learning activities do not always provide pupils with opportunities to secure and deepen their knowledge sufficiently well. The school needs to support staff to improve their subject knowledge to ensure pupils know more, can do more and remember more over time.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115651
Local authority	Gloucestershire
Inspection number	10297923
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	37
Appropriate authority	The governing body
Chair of governing body	Judith Giles
Headteachers	Julia McLellan and Megan Davies
Website	www.southrop.gloucs.sch.uk
Date of previous inspection	1 March 2018, under section 8 of the Education Act 2005

Information about this school

- Southrop Church of England Primary School is a local authority-maintained school in Gloucestershire.
- The school is part of the Diocese of Gloucester and the South Cotswold School's Partnership.
- The school is a smaller than average primary school.
- The school does not use alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteachers, staff, pupils and governors, including the chair of the governing body, and a representative from Gloucestershire local authority. A representative from the Diocese of Gloucester was present during 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 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 looked at English and history books and discussed the school's curriculum development plans, the early years curriculum and provision with leaders. There is no grade for the early years, as there are fewer than five children.
- The inspectors observed pupils during breaktimes and spoke with pupils and leaders about personal, social and health education and opportunities for pupils' personal development.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector considered the responses to Ofsted's 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

Debbie Tregellas

Ofsted Inspector

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