

Inspection of a good school: Sopley Primary School

South Ripley, Bransgore, Hampshire BH23 8ET

Inspection date:

8 February 2024

Outcome

Sopley Primary School continues to be a good school.

What is it like to attend this school?

The staff have created a real sense of community in this caring school. Pupils show kindness and respect towards one another and adults. Older pupils look after younger ones at different times in the school day, acting as their 'buddy'. This helps pupils to feel safe.

Staff are ambitious for what pupils can do, including for pupils with special educational needs and/or disabilities (SEND). Pupils have considerable knowledge across a range of subjects. This is helped by the wider offer that includes carefully planned visitors and trips that enhance what pupils learn in different curriculum areas.

The school encourages pupils to develop their sense of responsibility. Staff provide pupils with a range of purposeful leadership opportunities, for example being an 'information technology monitor'. These roles enable pupils to develop their organisational skills.

Pupils behave well and enjoy learning. They and their parents and carers appreciate the strong support that they receive from the staff with their work, their emotions and any worries that they may have. One parent reflected the views of others by saying: 'My child thrives here.'

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

The school's curriculum is ambitious for pupils. They learn a broad range of subjects. The curriculum sets out the essential knowledge and key vocabulary pupils should learn. In some subjects, the curriculum has been redesigned carefully to ensure that pupils progress securely from the early years through to Year 6. This means pupils learn new knowledge in a logical sequence and use what they already know. The school has set out clearly what children in the early years should know and be able to do by the end of the Reception Year. Staff teach children well in the early years. However, in a very small number of subjects, the school has not ensured that pupils remember what they have

been taught beforehand. In these subjects, pupils sometimes struggle to recall aspects of their prior learning. Consequently, pupils do not achieve as well as they could.

Adults explain new learning well to pupils. They use a range of resources effectively to help develop pupils' understanding. In many subjects, teachers check pupils' learning and subsequently use this information to focus future lessons. However, this process is underdeveloped in some subjects. Consequently, sometimes pupils are set learning activities that are not matched precisely to what they need to learn next.

The school prioritises teaching pupils to read. Staff are well trained and ensure that pupils make a strong start in learning to read. Children in the early years and key stage 1 receive effective phonics teaching. The staff are skilled in closely and consistently following the reading and phonics scheme. Pupils who need help to keep up with other pupils get the support that they need quickly. Pupils at the early stages of reading have books that are matched well to the sounds that they know. This supports them to read with fluency and confidence.

The school has high expectations for pupils with SEND and identifies them accurately. Staff work closely with wider professionals, ensuring that advice is sought to meet pupils' needs fully. As a result, the school provides effective support. Staff make well-chosen adaptations in how the curriculum is delivered. This means that pupils with SEND can access the full curriculum and that they achieve well overall.

Staff establish warm relationships with pupils while setting high expectations for behaviour. A parent commented, echoing others' views: 'The teachers are very welcoming and friendly.' Low-level disruption is rare. Children in the early years concentrate hard and want to do well. Older pupils are motivated and resilient learners. They settle to focus on their learning quickly and respond enthusiastically to questions and support that the staff sensitively provide. The school makes pupils' attendance a high priority, taking effective action to ensure that pupils attend regularly. As a result, attendance is improving strongly.

Pupils' wider development is very positive. The school develops pupils' knowledge and understanding through carefully chosen activities and opportunities. Pupils understand and live out British values. This is because they are woven through the curriculum. Pupils know how to keep themselves safe online and in the community, valuing visits from people such as the police service and fire brigade, who help develop pupils' understanding.

The school rightly ensures that the work that the staff undertake has a positive impact on pupils. The school also manages improvements carefully. This means that there is not a negative impact on staff workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not established robust systems of assessment that check what pupils know. As a result, pupils' learning is not always moved forwards quickly enough. The school needs to ensure that there is effective assessment across all subjects so that staff understand what pupils know, adjusting subsequent teaching accordingly.
- In a very small number of subjects, pupils have not learned the essential knowledge that they need sufficiently securely. This means they are not able to draw on their prior learning and achieve as well as they could. The school must ensure that pupils are secure in the important knowledge set out in the curriculum.

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 June 2018.

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	115948
Local authority	Hampshire
Inspection number	10296206
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	87
Appropriate authority	The governing body
Chair of governing body	Ian Satchwell
Federation headteacher	Nanette Allies
Website	www.burleyandsopley federation.org.uk
Date of previous inspection	5 November 2020, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- The school is federated with another nearby primary school.
- The federation headteacher took up her role in this school in January 2023.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the special educational needs coordinator and subject leaders. A meeting was held with governors and the lead inspector had a telephone conversation with the chair of governors.
- An inspector met with a local authority representative.
- Inspectors spoke with staff to discuss their workload.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also looked at curriculum information and pupils' work in other subjects.
- Inspectors met with pupils and spoke with them about their education and their views on safety and behaviour.
- 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.
- Inspectors took account of the 17 responses to Ofsted Parent View, including the free-text comments. Inspectors also reviewed the 14 staff survey responses and the 25 pupil survey responses.

Inspection team

Richard Blackmore, lead inspector	Ofsted Inspector
Judith O'Hare	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 2024