

# Inspection of Sapperton Church of England Primary School

Sapperton, Cirencester, Gloucestershire GL7 6LQ

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Inspection dates: 10 and 11 July 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils at Sapperton Church of England Primary School are reminded to be the 'best version of you' in all areas of school life. As a result, pupils are kind and respectful to each other. They show positive attitudes towards their work and attend school well. Pupils are celebrated for following the school values and for their work. Being entered into the 'Gold Book' of rewards during assembly is a highlight of the week.

Pupils play their part in improving the school. The school council gives pupils a voice to share their views and ideas. Older pupils act as positive role models, for example leading fundraising events at the summer fete or reading to younger pupils. Children enjoy representing the school in sporting competitions, such as athletics and team games. They understand the importance of staying physically and mentally healthy.

Pupils develop their talents and interests well. Singing, music and drama performances bring the whole school together. Clubs such as arts and crafts, chess and rounders allow pupils to try something new. The curriculum is made more memorable through guest speakers and trips, for example learning about the geography of the local area. Pupils enjoy talking about their learning.

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

Leaders have recently made substantial changes to the curriculum. The curriculum in most subjects now sets out exactly what pupils should learn and when. In these subjects, leaders have been ambitious. They have considered how and when pupils revisit key learning so that they can remember it well over time. For example, in art, pupils talk enthusiastically about the work of different artists and how it has inspired their own art. Currently, not all subjects have set out the most important knowledge that pupils will learn. In these subjects, pupils do not have the same confidence when talking about what they know and remember.

Assessments are used to formally check pupils' knowledge and understanding. However, between these assessments, there is insufficient checking of what pupils understand or remember. This means that sometimes activities and explanations are not adapted to address gaps or misconceptions. Equally, some pupils do not move on to learn more complex ideas as quickly as they might.

Reading is valued at this school. Children learn phonics as soon as they start school in Reception. The school has provided training and coaching so that most staff use effective strategies to support pupils to learn sounds securely. The books that pupils read are carefully chosen to help them to improve their accuracy and fluency. Leaders have recently revised how pupils who are not making the expected progress with reading and spelling are supported. This work is in its infancy, and therefore the full impact is not yet being seen.

Pupils of all ages read regularly and are keen to recommend books to each other. The school provides a wide range of enrichment opportunities to develop pupils' love

of story. This includes attending literary festivals and trips to the local library. In the early years, children develop their language and understanding of the wider world through poems, stories and songs. They use these to inspire their own imaginative play.

Adults know pupils well as individuals. Pupils who have special educational needs and/or disabilities are identified, and their needs are assessed. Effective support is provided for them to learn the curriculum alongside their peers. The school is aware of where pupils may face a disadvantage. It provides additional support for these pupils, for example through making extra-curricular opportunities available to all.

Pupils have opportunities to explore their own views and beliefs. They understand the importance of respecting others. Pupils learn about world issues as well as different faiths and cultures. They are taught about the fundamental British values, such as democracy and the rule of law. Pupils are encouraged to consider what they mean to them in their own lives. Leaders are ambitious to broaden pupils' horizons so that they are well prepared for adult life.

The new leadership and those responsible for governance have quickly identified the strengths and areas of development for the school. They have sought the support of the local authority and other organisations, such as the local network of English teachers. Leaders have taken swift action to make improvements while being mindful of staff's workload and well-being. Staff have valued the training provided to develop their skills and subject knowledge.

Parents recognise the positive impact of the changes made at the school. They are appreciative of leaders' efforts to welcome families into the school, for example through information events about phonics. Staff, pupils and families work together to make Sapperton Church of England Primary School a vibrant community.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Some subject areas have not reviewed the curriculum content and sequencing to ensure that pupils develop a depth of understanding. In these subjects, pupils' recall of learning is not secure. The school should make sure that all subjects have set out the most important knowledge and sequenced the curriculum so that pupils know more and remember more.
- Assessment within the classroom does not help adults accurately identify pupils' starting points or gaps in their knowledge and understanding. This means that some pupils do not receive the support or challenge they need to learn as well as

they might. The school should make sure that assessment routines check for understanding so that the curriculum can be adapted accordingly.

## 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

<b>Unique reference number</b>	115698
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10334679
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	58
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Line Whitfield
<b>Headteacher</b>	Gary Price (Interim Executive Headteacher)
<b>Website</b>	<a href="http://www.sappertonschool.org">www.sappertonschool.org</a>
<b>Date of previous inspection</b>	30 October 2018, under section 8 of the Education Act 2005

## Information about this school

- The interim executive headteacher took up post in January 2024.
- This school is a Church of England school in the Diocese of Gloucester. A Statutory Inspection of Anglican and Methodist Schools was carried out in February 2020. Inspections are normally carried out every five years.
- This is a smaller-than-average primary school that has recently changed to three mixed-age group classes.
- The school uses no alternative providers.
- There is a breakfast club and after-school club led by the school, for pupils who attend the school.

## 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.
- Inspectors held discussions with school leaders at all levels. Inspectors also spoke with teaching staff, support staff, local governors and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector also discussed the curriculum in music and art.
- The early years provision was considered through the deep dives as well as through additional visits during the inspection.
- The inspectors observed pupils' behaviour in lessons and around the school, including at lunchtime and breaktimes.
- Inspectors viewed a range of school documentation, including the minutes of the governance meetings, the school's self-evaluation documents and improvement plans.
- To evaluate the effectiveness of safeguarding, 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 considered responses to the online survey, Ofsted Parent View, as well as responses to the staff survey.

### **Inspection team**

Sara Berry, lead inspector

His Majesty's Inspector

Julie Carrington

His Majesty's Inspector

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