

# Inspection of a school judged good for overall effectiveness before September 2024: Horsley Church of England Primary School

The Street, Horsley, Stroud, Gloucestershire GL6 0PU

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Inspection dates:

4 March 2025

## **Outcome**

Horsley Church of England Primary School has taken effective action to maintain the standards identified at the previous inspection.

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

Pupils are happy and proud to be part of this welcoming community. They behave well and display exemplary attitudes towards their learning. Pupils speak confidently and are keen to express their views. Pupils meet the school's high expectations and achieve well. Pupils with special educational needs and/or disabilities (SEND) get the right support. As a result, they progress well from their starting points. Pupils leave school well equipped for the challenges of secondary education.

Pupils feel safe. They know that adults care for them and are confident that if they have any worries, adults help them. Pupils are clear that discrimination is wrong and talk respectfully about people with different views and experiences. Older pupils support younger children, for example in the playground, when learning a new game such as hockey.

Pupils enjoy the wide range of experiences offered by the school, for example a visiting play about bullying, clubs such as girls' football, music lessons and competitive sports. Pupils learn about fundamental British values, such as democracy. They appreciate the opportunity to be elected to the school council. Pupils are listened to. Their feedback contributes to the decisions the school makes.

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

The school has designed a broad and ambitious curriculum. In many subjects it reviews and adjusts the curriculum so that pupils build on their prior learning. Recent changes to some subjects in the curriculum are starting to have an impact. For example, pupils make

links to previous learning in history. In geography, teachers design fieldwork and activities that use data analysis. Pupils understand how geographers use this to inform their work.

Children have a good start to their education at the school. Teachers implement the early years curriculum through a range of experiences that enable pupils to apply what they learn. For example, staff provide outdoor activities to build children's understanding of doubling numbers and quantities, or water activities that develop cooperation and problem-solving skills.

The school has strengthened the teaching of reading since the previous inspection. In phonics lessons, teachers give prompt feedback to pupils who do not say the sounds correctly. Pupils who need more support to learn to read get extra help from staff. This helps them to keep up. Children enjoy learning the sounds and quickly learn to blend these together to read simple words. The school teaches pupils to read effectively.

Teaching across the school enables pupils to secure and develop their skills in many subjects. For example, in Reception, children learn to form letters accurately. This sets them up well to use this knowledge when developing fluent handwriting. Teachers make the right adaptations in lessons so that pupils in the mixed-age classes learn well. In lessons, such as mathematics, they provide models and resources that help pupils to learn.

In most subjects, teachers check what pupils know based on what they are learning. In mathematics, teachers give prompt feedback to support pupils when they need it. However, in some wider curriculum subjects, teachers do not check what pupils can recall from their previous lessons. As a result, teachers do not have the information they need to adapt plans for future learning. Sometimes, pupils do not learn what they should. As a result, some pupils develop gaps in their understanding.

The school identifies pupils with SEND effectively and these pupils get the right help. Teachers adapt the learning and provide additional resources or individual support so that pupils can join in with lessons. This works especially well in phonics.

Pupils are polite, show kindness and are keen to learn. They enact the school's values. They show respect for people with different religions or backgrounds.

The school has strengthened and developed its work to ensure pupils attend regularly. As a result, most pupils enjoy school and attend regularly. It continues to take effective action in this area so that the few pupils and families who need more help to attend regularly get the right support.

Teachers are proud of the school. The school ensures that they receive appropriate training. The school is mindful of the impact on their workload when there are changes made.

Governors are ambitious for the school. They know the school well and challenge leaders to improve the school. They plan for the future and react to any issues. They have taken the right actions to maintain effective local community links, such as with the church.

## **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 foundation subjects, staff do not use their checks effectively so that pupils secure the most important knowledge. This means that some pupils lose confidence and find it harder to learn new material. They do not achieve as well as they could. The school should use assessment precisely to identify gaps in pupils' learning and use this information to plan future learning.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 first ungraded inspection since we judged the school to be good for overall effectiveness in November 2019.

## **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>	115685
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10344518
<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>	99
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	David Savage
<b>Headteacher</b>	Gary Price (Executive Headteacher)
<b>Website</b>	<a href="http://www.horsley.gloucs.sch.uk">www.horsley.gloucs.sch.uk</a>
<b>Dates of previous inspection</b>	20 and 21 November 2019, under section 5 of the Education Act 2005

## Information about this school

- Horsley Primary School is a Church of England school in the Diocese of Gloucester. The school had its last Statutory Inspection of Anglican and Methodist Schools (SIAMS) in October 2024.
- The school does not use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation 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 headteacher, other school leaders, staff and pupils.
- The inspectors also met with members of the governing body, and discussed the school with a local authority adviser and a representative of the Diocese of Gloucester.

- Inspectors visited a sample of lessons, spoke with pupils about their learning and looked at a sample of pupils' work.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- To evaluate the effectiveness of safeguarding the inspectors: reviewed the single central record; took account of the views of leaders, governors, 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 inspectors gathered parents' views by considering the responses to Ofsted Parent View. The views of staff and pupils were considered through meetings during the inspection.

### **Inspection team**

Tom Morrison, lead inspector

Ofsted Inspector

Ross Newman

Ofsted Inspector

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