Inspection of Thrupp School

Thrupp Lane, Stroud, Gloucestershire GL5 2EN

Inspection dates:	25 to 26 March 2025
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Outstanding**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Good

What is it like to attend this school?

Pupils flourish at this caring and inclusive school. They live by the school's motto, 'doing our best to be our best'. Pupils behave well and attend regularly. Strong relationships between staff and pupils are the bedrock of the school's work. Pupils feel safe and know that trusted adults will support them with any worries they may have.

The school has high expectations for all pupils. The curriculum is broad and ambitious. The school brings the curriculum to life with carefully planned experiences. For example, pupils recently contributed to a book about the history of the local area. Pupils enjoy learning this engaging curriculum. They achieve well.

The school's work to promote personal development is exemplary. Pupils become self-assured and mature individuals. They celebrate diversity and discuss differences with respect. The school prepares pupils to be active citizens. Pupils are proud to take up the many leadership roles on offer.

All pupils benefit from the school's work to broaden their interests. There are numerous trips and clubs, such as choir, wildlife and drama. 'Be your best Fridays' raise pupils' aspirations. For example, pupils learn about future career choices and can take part in musical performances.

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

The school is ambitious for every pupil to achieve well, including those with special educational needs and/or disabilities (SEND). The curriculum sets out what pupils should learn and when in all subjects. Typically, pupils build on what they know and progress well across the curriculum.

Staff implement the curriculum well. The school identifies SEND pupils' needs early. Staff use this information to make effective adaptations to the curriculum. As a result, pupils with SEND achieve well alongside their peers. Teachers have good subject knowledge. They demonstrate new learning with clear explanations. They make careful checks on how well pupils understand the learning. Errors and misconceptions are usually identified and addressed quickly.

The school has prioritised reading. Phonics is taught well, starting in the early years. Most younger pupils become fluent readers quickly. Skilled staff provide extra support for those who struggle with reading. As a result, these pupils catch up with their peers. Older pupils develop a deep understanding of a wide range of texts. They learn important new vocabulary in their reading lessons. They discuss what they read and answer challenging questions. Pupils enjoy reading. They rise to the school's expectation to read widely and often. They are knowledgeable about a range of books and authors. Pupils are also keen writers. Many pupils write with accuracy and flair. However, some pupils' knowledge of letter formation and spelling is not as secure as it should be. This hampers their progress in becoming fluent writers.

Children in the Nursery and Reception classes get off to a good start. In the nursery class, supportive relationships with adults help children to settle well. Important routines, such as lining up and taking turns, teach children to keep safe and respect each other. Staff engage children in conversations and develop their vocabulary. Children love story times. This develops their understanding of texts and prepares them to be avid readers.

Pupils conduct themselves sensibly around the school. Playtimes are happy occasions because pupils of all ages get on well together. The school's well-resourced play areas offer plenty to interest and engage them. In lessons, pupils typically try their best. They appreciate the school's rewards for showing their 'learning powers'. Pupils also like to nominate their peers for rewards for showing kindness. They say, rightly, that bullying is extremely rare and dealt with swiftly.

Pupils' character development sits at the heart of the school. The school takes every possible opportunity to enhance pupils' understanding of equalities. Pupils reject any form of discrimination. They develop detailed knowledge of a range of faiths and cultures. Pupils have a strong sense of responsibility towards others. They raise funds for their chosen charities and work with leaders to reduce plastic waste in school. Pupils support the local community well. For example, they plan special events for local care home residents. Pupils know how to keep themselves healthy and safe, including online. The school supports pupils to look after their mental health. Pupils learn how to deal with worries and are taught strategies to calm themselves if they feel anxious.

Governors are well informed about the school and committed to its continued success. They support and challenge leaders effectively. Staff feel valued and are proud to work at the school. They appreciate the professional development they receive. Parents speak highly of the school's caring family atmosphere.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teaching does not build some pupils' knowledge of letter formation and spelling as well as it could. This means that these pupils do not write with the fluency and accuracy they need to achieve highly. The school should ensure that pupils get enough practise to develop their transcription skills and apply them consistently well in their writing.

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	115544
Local authority	Gloucestershire
Inspection number	10344506
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair of governing body	Andrew Young
Headteacher	Donna Mylechreest
Website	www.thruppschool.co.uk
Date of previous inspection	12 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school has nursery provision for three-year-old children.
- The school makes use of one registered alternative provision.
- There is a school-run breakfast and after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- 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.
- Inspectors held discussions with the headteacher, deputy headteacher, the special educational needs and disabilities coordinator, groups of staff and pupils.
- Inspectors carried out deep dives in these subjects: reading, mathematics and physical education. For each deep dive, the 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 lead inspector listened to some pupils from Years 1, 2 and 3 read to a member of staff.
- The lead inspector sampled pupils' work in writing, history, geography and science.
- The lead inspector met with the chair and members of the local governing body. She spoke on the telephone with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the lead inspector: 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 inspector considered responses to Ofsted Parent View, including the free-text comments. The inspector also considered responses to Ofsted's online staff and pupil surveys.

Inspection team

Claire Mirams, lead inspector	Ofsted Inspector
Chris Hansen	Ofsted Inspector

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