

Southrop Church of England Primary School

Southrop, Lechlade, Gloucestershire, GL7 3NU

Inspection dates 7–8 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children's achievement in the Early Years Foundation Stage is good, especially in learning their letters and sounds, and numbers.
- Pupils' achievement in Years 1 to 6 is good, with progress in reading being outstanding.
- Teaching is consistently good, with strengths in the teaching of reading in both classes. In mathematics, teachers develop pupils' problem-solving skills well.
- Pupils enjoy and benefit from an impressive range of additional learning opportunities within and out of school.
- Behaviour is exemplary. Pupils get on really well with each other and value the family feeling in this small village school. They feel safe at all times and this is confirmed by their parents and carers.
- The headteacher and staff check up regularly on pupils' progress and give extra help very quickly to any at risk of falling behind in their learning.
- Members of the governing body are very supportive of the school and check up rigorously on pupils' progress.
- The many strong links with other schools in the area contribute successfully to pupils' good achievement.

It is not yet an outstanding school because

- There is not enough outstanding teaching to enable more-able pupils to make the best possible progress.

Information about this inspection

- The inspector observed six lessons taught by three teachers, two of which were done jointly with the headteacher. (On the first morning of the inspection, the whole school went to Cirencester for a swimming lesson.)
- He held meetings with the headteacher and staff, the special educational needs coordinator, the Chair and another representative of the Governing Body, and a group of pupils. In addition, the lead inspector met a representative from the local authority.
- The inspector took account of the 11 responses to the online questionnaire (Parent View). He took account of the eight questionnaires returned by staff.
- He looked at documentation, including policies and procedures for safeguarding pupils, the school improvement plan and the school's data showing the progress of pupils.

Inspection team

David Curtis, Lead inspector

Full report

Information about this school

- This is a much-smaller-than-average-size primary school with pupils coming from just 28 families.
- There are two classes comprising Reception/Year 1/Year 2 and Year 3/Year 4/Year 5/Year 6.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, looked after children and children from service families) is well below average; in four year groups, no pupils are eligible.
- The proportion of pupils on the school's register of special educational needs supported at school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is well below average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- There are no pupils who receive any form of alternative provision.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - providing, in all lessons, work that meets the learning needs of more-able pupils
 - ensuring pupils know how to be successful learners in lessons and linking this more closely to their individual targets.

Inspection judgements

The achievement of pupils is good

- Children make good progress in the Early Years Foundation Stage and there is a year-on-year increase in the proportion exceeding expectations for when they start Year 1. Children make good progress in learning their letters and sounds. They enjoy listening to stories and already give reasons for why they would choose one story over another. During the inspection, they make good progress in a session where they learned to measure by 'taller than' and 'shorter than'.
- In Years 1 to 6, progress in reading is outstanding. By the end of Year 6, pupils are fluent and confident readers and show very good comprehension skills. Pupils use their reading skills successfully in other subjects, for example in Years 1 and 2 where they used books and 'electronic notebooks' to research work on 'dinosaurs'.
- Progress in mathematics is good. Pupils are particularly skilled in explaining their mathematical thinking and understanding to the rest of the class, including using the interactive whiteboard to show a learning point. Mental arithmetic skills and knowledge of times tables are a strength.
- In writing and mathematics, more-able pupils are not always given hard enough work in lessons, which pushes them to reach the higher levels, and this means their progress is good rather than outstanding.
- The very few disabled pupils and those with special educational needs make good progress. They benefit from extra help in lessons, which is matched closely to their learning needs.
- Based on average point scores, the very few pupils eligible for the pupil premium achieve as well as other pupils in the school and better than similar pupils nationally.
- Inspection findings support the views of 100% of parents and carers who completed Parent View and said that their children make good progress.

The quality of teaching is good

- Teaching in the Early Years Foundation Stage is good. The teacher and the teaching assistant work as a very effective team in giving children a very good balance of activities led by them and those chosen by the children themselves. The teaching of letters and sounds is good and is a key factor in children's good progress in reading.
- Teaching in Years 1 to 6 is consistently good over time. Teachers are skilled in meeting the demands of teaching either three or four year groups in the two classes. Planning is good and usually meets the needs of all pupils, although, at times, it does not give more-able pupils hard enough work.
- Teachers' marking is good and usually helps pupils know how to improve their work. In lessons, pupils are usually told what they need to do in order to be successful learners. However, this information does not always link closely enough to the levels at which they are working, nor to their individual targets.
- The teaching of disabled pupils and those with special educational needs is good. Extra help from the special educational needs coordinator and teaching assistants is of high quality and ensures that such pupils make good progress in the key skills of reading, writing and number.
- The teaching of pupils eligible for pupil premium finding is good. Pupils benefit from additional one-to-one support and/or small group teaching, and this extra help ensures that they make good progress and achieve as well as other pupils in the school.
- Teachers make good use of the interactive whiteboards to teach new knowledge, skills and understanding. In addition, in lessons, they give pupils time to use computers and/or 'electronic notebooks' to support their learning, including in the Early Years Foundation Stage, where children enjoy consolidating their knowledge of letters and sounds through educational games.
- All of the parents and carers who completed Parent View agreed that their children are taught

well, and inspection findings confirm this.

The behaviour and safety of pupils are outstanding

- Behaviour in lessons, around the school and over time is exemplary. There have been no exclusions for a significant number of years. Any incidents of misbehaviour are extremely rare and, if they do occur, are dealt with immediately by staff and followed up with parents.
- Pupils say that they feel totally safe in school and this is confirmed by 100% of parents who completed Parent View. In particular, pupils talk very enthusiastically about everyone being friends and part of one big family, that supports and cares for one another.
- Pupils have an excellent understanding of the different forms of bullying, including cyber bullying and this is supported by the school holding in the recent past an 'anti-bullying week'. They are adamant that there is no bullying in the school.
- Children in the Early Years Foundation Stage are happy, secure and confident and their personal, social and emotional development is strengthened by being in a class with pupils in Year 1 and Year 2.
- Pupils work hard in lessons and show impressive levels of concentration when working on their own, in pairs and/or in groups. They are particularly enthusiastic in contributing to discussions.
- The school council and pupils who carry out jobs around the school, such as librarians, take their duties seriously and make a strong contribution to the day-to-day life of the school.

The leadership and management are good

- The headteacher and staff work together as an effective team and have ensured that the school has maintained the strengths identified in its last inspection. The results of the staff questionnaire show that morale is high.
- Although all staff are at the top of their respective salary scales, the management of the performance of staff is linked closely to pupils' progress. There is rigorous checking of pupils' progress and staff ensure that extra help is given to those who need it as soon as possible.
- School self-evaluation is accurate and the school improvement plan priorities are linked closely to further improving teaching and pupils' achievement, including the needs of more-able pupils.
- The local authority provides light-touch support.
- The funding for pupils eligible for the pupil premium is used to good effect and ensures that additional support meets the needs of these pupils and contributes to their good achievement.
- The school is very good at ensuring equality of opportunity for all its pupils and it does not tolerate discrimination in any form.
- Pupils receive their full entitlement to the subjects they should be taught and have good opportunities to use their literacy and numeracy skills in such subjects. Very strong links with other schools mean that pupils can, for example, go on a residential visit to France.
- In school, pupils have a rich range of additional learning opportunities that make a strong contribution to their spiritual, moral, social and cultural development. For example, during the inspection week, the whole school went to a wildlife park, attended a 'Cookathon' in the village hall and pupils from Years 5 and 6 played the role of the prosecution in a 'mock trial' at Cirencester Magistrates Court.
- **The governance of the school:**
 - The governing body undertakes regular training in order to support the school. It asks searching questions in relation to any areas of underperformance and is aware of the information available in the 'School Data Dashboard' which they are sending to all parents and carers. Members have a good understanding of the quality of teaching in the school and how the management of staff performance is linked to pupils' achievement. They monitor closely

how effective the pupil premium funding is spent and its impact on the achievement of eligible pupils. Governors ensure that the safeguarding of pupils, including that for child protection, meets requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115651
Local authority	Gloucestershire
Inspection number	403272

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	47
Appropriate authority	The governing body
Chair	Jean Holder
Headteacher	Allan Brown
Date of previous school inspection	11 December 2007
Telephone number	01367 850246
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