

Inspection of Sherborne Church of England Primary School

Sherborne, Cheltenham, Gloucestershire GL54 3DH

Inspection dates: 3 and 4 July 2023

Overall effectiveness	Good	
The quality of education	Good	
Behaviour and attitudes	Good	
Personal development	Good	
Leadership and management	Good	
Early years provision	Good	
Previous inspection grade	Good	Good

What is it like to attend this school?

Pupils are proud to be part of Sherborne Church of England Primary School. They know the values and ethos of the school well and enact these in their everyday interactions. Pupils are keen to live out the school's motto of 'Sherborne for Life'.

Relationships between pupils and adults are positive. Leaders provide strong pastoral and welfare support. Pupils report that bullying is extremely rare. However, they have secure knowledge of what bullying is. Pupils feel confident in sharing their concerns if they have any.

Leaders and staff have high expectations of all pupils. As a result, pupils behave well and are keen to learn. They strive to do their best and take pride in their work. Pupils are polite and courteous. They show respect and tolerance towards each other. Pupils play together well and cooperate in lessons. Pupils know that everyone is different but that this does not matter.

Parents, carers and pupils appreciate the wide range of enrichment and extra-curricular activities. Leaders ensure that all pupils can take part. Pupils have been integral in gaining an eco-award due to their determination to be kind to the environment.

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

Leaders are ambitious for all pupils. They have worked tirelessly to ensure recent changes in staffing have not had a negative impact on pupils' education.

Leaders have designed a curriculum to meet pupils' needs. Leaders have sequenced pupils' learning into manageable parts. For example, pupils build their knowledge of number in different ways to consolidate what they know. They have opportunities to recall and use their prior learning well to solve problems. Leaders use studies of the local area and beyond effectively to develop pupils' learning in a range of subjects. However, in some subjects, the content is not carefully sequenced. When this occurs, pupils' knowledge and understanding are not secure. For example, pupils can remember artists they have studied but not always artists' techniques to apply in their work.

Leaders have implemented a new phonics programme to support early reading. This is having a positive impact on pupils' ability to read. Staff have been trained well to deliver the programme. Pupils use their phonic knowledge to sound out the words they read clearly. However, some pupils have difficulty reading with fluency. Leaders have put support in place for pupils, but this is not always precise enough to help them to catch up quickly.

Pupils love to read in school and at home. This is because leaders prioritise reading. Pupils are enthusiastic about the range of texts, fiction and non-fiction, and authors they encounter. Pupils report that they are eager to 'expand their knowledge and go

to different and magical worlds'. Teachers use skilful questioning to deepen pupils' understanding of the texts they read.

Staff provide care and nurture for children in the early years that provides a secure environment to learn. Relationships are positive and children respond well to the adults who work with them. Leaders have adapted the classroom and outside environment to help children explore and learn more. Sometimes learning activities do not engage and extend children's knowledge as leaders intend.

Pupils with special educational needs and/or disabilities are supported well. Leaders set accurate targets for pupils and provide useful information for staff. Teachers use this information to adapt learning effectively. Leaders involve parents and pupils when making decisions about pupils' education.

Pupils appreciate the rich variety of activities that promote their personal development and well-being. As a result of inclusive opportunities, pupils flourish. Pupils are proud to represent their school at events and competitions. They relish taking on leadership and responsibilities. This includes participating in local community initiatives. Pupils value being part of the 'Sherborne family'.

Staff are appreciative of leaders' efforts to support their well-being and workload. Leaders provide specific training to help staff to support pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of vigilance among all members of staff to ensure pupils remain safe. Leaders ensure staff have relevant training and regular updates. As a result, all members of the school community know their roles and responsibilities.

Leaders are swift in their actions to address any concerns. They work with the appropriate outside agencies to ensure pupils are not at risk from harm. A system of early help and support for families in need is used well. Leaders have robust systems to check the suitability of new staff to work at the school.

Pupils feel safe in school. They have a secure understanding of how to keep themselves safe when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes pupils who have difficulty reading do not receive precise enough support. This means they are sometimes slower to catch up and to become more

fluent readers. Leaders provide extra support to help pupils catch up, but should ensure the extra support is swiftly put in place and has greater impact.

- In some curriculum areas, including the early years curriculum, content is not always well sequenced. As a result, learning activities do not always help pupils to build knowledge securely. Leaders need to ensure the curriculum is well sequenced in all areas so that pupils remember and know more over time.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	115648
Local authority	Gloucestershire
Inspection number	10268589
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	55
Appropriate authority	The governing body
Chair of governing body	Nicholas Fisher
Headteacher	John Moore
Website	www.sherborneschool.co.uk
Date of previous inspection	19 October 2017, under section 8 of the Education Act 2005

Information about this school

- Sherborne Church of England Primary School has undergone significant changes in staffing since the previous inspection.
- Sherborne Church of England Primary School is a smaller-than-average voluntary-controlled primary school in a rural location.
- The school provides breakfast-club provision for the pupils.
- The school uses one registered alternative provision for pupils. Leaders have made the relevant safeguarding checks to ensure the provision is suitably safe for pupils.
- The school's most recent section 48 inspection took place in June 2019. The school was judged to be good.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

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