

Inspection of North Cerney Church of England Primary Academy

North Cerney, Cirencester, Gloucestershire GL7 7BZ

Inspection dates: 26 and 27 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are safe and happy at North Cerney Church of England Primary Academy. Parents and carers say that the school is 'like a family'. Pupils enjoy school. Staff know their pupils and families well. They expertly tailor support to meet their needs.

Leaders consider every child to be unique. They are ambitious for all pupils. Pupils rise to these expectations in their eagerness to learn. Pupils behave well. They report that behaviour is 'great 99.9% of the time'. Parents and pupils say that bullying is rare. Through their behaviour, pupils demonstrate the school's Christian values of courage, respect, curiosity and perseverance.

Educational trips and visits add to pupils' learning experiences. There are opportunities for all pupils from Year 2 onwards to go on residential trips. There is a wide range of additional clubs on offer, including a book club.

Pupils love to read. They enjoy a range of books and authors in the school library. Pupils also value the school environment, particularly outside. They say that the field is 'amazing.'

Pupils know that their voice is important. They are taught to be responsible citizens and to contribute to school life. For example, the eco team is cutting plastic use in school.

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

There has been a significant change in staffing at all levels since the previous inspection. Leaders ensure that pupils study a broad and ambitious curriculum in all year groups. Subject plans outline how skills and knowledge build in every subject from early years to Year 6. This is designed to take account of mixed-age classes. Leaders recognise the next steps they need to take to ensure that the curriculum becomes fully established in all subjects.

Teachers present important subject knowledge, skills and vocabulary clearly. They encourage pupils to talk about what they are learning. For example, in mathematics, pupils are encouraged to use the 'point, evidence explain' approach. Prior mathematical knowledge is consolidated in mathematics skills sessions well.

Nevertheless, in some subjects, assessment information is not used precisely enough to secure and build on pupils' prior knowledge. For example, in history, pupils can talk about facts they have learned. However, they are less sure about the skills needed to be a historian.

Science is taught regularly by a specialist teacher. The science curriculum outlines the skills and knowledge pupils need to learn. Experiments and practical work help pupils to know more and remember more successfully. However, leaders recognise

that pupils need to further develop their scientific investigation skills, for example to plan and carry out investigations with greater independence and to ask questions to deepen their learning.

Phonics lessons begin right from the start of Reception. Leaders have adopted an ambitious programme for phonics, early reading and spelling. All staff are trained to teach phonics well. Leaders are clear about what letters, sounds and spellings should be learned by the end of each term. Pupils secure their phonics knowledge well. Books are matched to the sounds that pupils know accurately.

Leaders have established a strong reading culture. They are ambitious that every pupil develops a love of reading. Pupils love to read. They say, 'You can never put a good book down.' Fiction and non-fiction books are available in the corridors and classrooms. Pupils are able to choose books from the well-stocked library. Staff also recommend books to pupils that they know they will enjoy.

Each classroom is a vocabulary-rich environment. Teachers encourage pupils to use new words in lessons. Newly introduced knowledge organisers set out the key vocabulary pupils will need in different subjects. Pupils are beginning to use these to support their learning well.

Staff have high expectations of pupils' behaviour and manage it consistently well. Pupils behave well in lessons and around the school. There is rarely any low-level disruption. Leaders' high expectations have resulted in improved attendance.

Leaders make sure that pupils with special educational needs and/or disabilities access the full curriculum. The needs of each individual are quickly identified and carefully planned for. Leaders know that some pupils join the school community with different prior knowledge throughout the school year. If pupils need to catch up, then leaders support them through the curriculum. Pupils who struggle with their feelings, particularly as a result of the COVID-19 pandemic, receive extra help.

A wide range of spiritual, moral, social and cultural opportunities is offered to pupils. Pupils are taught the school values through daily worship. For example, they are encouraged to consider others, appreciate the world they live in and to respect the importance of the rule of law and democracy.

Leaders work with staff to help them manage their workload effectively. Staff appreciate the individual and additional support they receive for their well-being. They know that leaders care. This includes leaders in school, governors and the trust. Staff unanimously agree that leaders give them the support they need to do their jobs.

Members of the local governing body and trustees are committed to the school. Governors provide support and challenge to leaders in reading, writing and mathematics. Governors have recently made links with subject leaders so they can understand the impact of the wider curriculum on pupils' educational development.

They make sure that safeguarding procedures are effective. School leaders are supported well by the trust in all areas of their work.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in school. Close working relationships are built that help staff to spot whether pupils have any needs or concerns.

Record-keeping, including pre-employment checks, is meticulous. Leaders have ensured that staff and governors are well trained in all aspects of safeguarding. The procedures in place for reporting concerns are well understood by all staff. Leaders respond quickly when pupils need additional support.

Pupils learn how to keep themselves safe, including how to manage online risks. For example, parents and pupils benefit from regular internet safety information.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have identified the curriculum knowledge that they want pupils to learn. In some subjects, assessment information is not used precisely. This prevents some pupils from securing and building on prior knowledge. Leaders need to ensure that assessment information is used accurately to support pupils to deepen their knowledge, skills and vocabulary effectively.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	142438
Local authority	Gloucestershire
Inspection number	10200990
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	53
Appropriate authority	Board of trustees
Chair of governors	Piers Ormerod
Headteacher	Suki Pascoe
Website	www.northcerney.gloucs.sch.uk
Date of previous inspection	12 June 2018, under section 8 of the Education Act 2005

Information about this school

- North Cerney is part of the Diocese of Gloucester Academies Trust, a multi-academy trust of primary schools in Gloucestershire.
- The school currently has three classes.
- The school does not use any alternative provision.
- The school was inspected under section 48 of the Education Act 2005 in February 2022, when it was found to be good.

Information about this inspection

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

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, senior leaders, the deputy chief executive officer of the trust and members of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- An inspector listened to pupils in Years 1 and 2 reading to an adult.
- An inspector reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school. An inspector considered how well the safeguarding leader acts on concerns about pupils' welfare and safety. Inspectors talked to pupils, staff and governors about safe working practices.
- Inspectors considered 21 responses to the online survey, Ofsted Parent View, including 13 free-text responses. They also considered 12 responses to the staff survey.

Inspection team

Lizzy Meadows, lead inspector

Ofsted Inspector

Wendy Hanrahan

Ofsted Inspector

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