

# Inspection of Miserden Church of England Primary School

Miserden, Stroud, Gloucestershire GL6 7JA

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Inspection dates: 4–5 February 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

Miserden Primary School is a small school with a strong ethos based on its values of discovery, enjoyment and nurture. Leaders make sure that these values run through all elements of school life. They strive to make sure that the school is a close-knit community. Pupils, staff and governors describe the school as 'a family'.

Pupils say that their school is a happy, friendly place. Staff look after pupils well. They feel safe. Bullying is rare. Pupils know that there is an adult they can talk to if they are worried about something.

Pupils enjoy school and say that the curriculum is fun. Leaders use the local area to provide wide-ranging and exciting experiences for pupils. They like learning outdoors, for example pupils enjoy map-reading and orienteering in the local Miserden estate. The curriculum ensures that pupils deepen their knowledge in reading and mathematics. Pupils do well in these subjects. However, they do not yet learn consistently well in all subjects. As a result, pupils do not gain the depth of knowledge they should in some curriculum areas.

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

Leaders have completed much successful work to overhaul the way that reading and mathematics are planned and delivered. There is now a clear plan of what is taught and when. The mathematics curriculum is logically structured. Teachers use their strong subject knowledge to plan work that is carefully sequenced and builds upon pupils' prior learning. Pupils develop a secure understanding of the number system as a result. They use this to move on to more complex work with success.

Leaders make sure that early reading is prioritised. Teachers have clear expectations of what pupils should be able to do and when. Every day, pupils practise blending sounds together to make words. They learn to read quickly as a result. Teachers identify pupils who struggle and give them extra help. This support is helping more pupils to read accurately. Nevertheless, occasionally the books that teachers give to pupils do not match their abilities. In these instances, pupils do not get enough practice to catch up with their peers quickly.

Older pupils talk enthusiastically about reading. By the time they leave the school, they have read a wide range of books with understanding. Most pupils are well prepared for secondary education.

Teachers have strong subject knowledge in many subject areas. They plan sequences of work that pupils find interesting. Pupils remember key information about the subjects they study as a result. For example, they talk confidently about scientific concepts like gravity. Pupils enjoy science.

However, in some other subjects there are weaknesses in the way the curriculum is organised. For example, in history, the curriculum does not build logically on learning

that has taken place before. As a result, pupils are not able to remember enough about what they have studied, such as the order of different historical periods. In some subjects, leaders have not yet fully identified the knowledge that pupils need to know and when they need to know it. Leaders are tackling these weaknesses.

All staff understand pupils' individual needs. Teachers give pupils with special educational needs and/or disabilities (SEND) work that builds on what they already know. These pupils thrive as a result. They are happy and achieve well.

Most pupils show positive attitudes towards their learning. They are keen to do well. Pupils behave well around the school and look after each other. Sometimes, however, teachers' expectations of written work are not high enough. Pupils do not apply their understanding of grammar and punctuation consistently well. A small number of pupils do not take sufficient pride in the work they produce.

Leaders make sure that there is a strong focus on pupils' personal development. Pupils look after each other and understand how to keep themselves safe. Teachers help pupils to think about a range of moral and cultural issues. Pupils have visited different places of worship and can explain why it is important to show tolerance towards others.

Governors monitor the work of school leaders closely. They understand the strengths and weaknesses of the school. Governors make sure that additional funding is used to benefit the most vulnerable pupils.

In the early years, children are well looked after. Teachers plan interesting activities. Children practise their counting and fine motor skills to good effect. Children enjoy learning and develop knowledge and skills in a range of areas.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff in the school have regular and comprehensive training. They understand how to keep children safe and what to do if they have a concern about a pupil. Leaders and governors make sure that there is a strong safeguarding culture in the school and all staff understand their responsibilities. Leaders ensure that robust pre-employment checks are in place, so that they know that all adults in the school are suitable to work with children.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, expectations of what pupils need to know and understand are not clear enough. This means that teachers are not able to build effectively on pupils' prior learning. Leaders, however, are taking clear steps to improve this situation. For this reason, the transition arrangements have been applied. Leaders

need to make sure that, in every subject, there are clear expectations of what pupils will know, understand and be able to do, so that pupils gain the knowledge they should in all subjects.

- In some subjects, teachers do not ensure that pupils use and apply their grammar to write well. Pupils do not practise good punctuation and grammar consistently, and some pupils do not take enough pride in their work. Leaders need to make sure that teachers have consistently high expectations and ensure that pupils use their knowledge and understanding of grammar consistently well in all subjects.
- Pupils who struggle to read get support to catch up. However, pupils' reading books do not match the sounds pupils know consistently well. A minority of pupils do not get the practice they need as a result. Leaders need to make sure that pupils' reading books consistently match pupils' abilities so that pupils who are falling behind catch up quickly.

## 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 Ofsted Parent View information 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

<b>Unique reference number</b>	115692
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10111519
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	46
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Claire Holder
<b>Headteacher</b>	Lucie Mitchell
<b>Website</b>	<a href="http://www.miserden.gloucs.sch.uk/">www.miserden.gloucs.sch.uk/</a>
<b>Date of previous inspection</b>	11 July 2018, under section 8 of the Education Act 2005

## Information about this school

- Miserden CofE Primary School is a voluntary aided school.
- The headteacher has held the substantive headship since September 2019. Before this, she was the acting headteacher.

## Information about this inspection

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

- We conducted a range of inspection activities to collect evidence about the quality of education provided by the school. Most inspection activities were conducted jointly with the school leaders.
- We considered pupils' behaviour in classroom, in the dinner hall and on the playground.
- We held meetings with school leaders and governors and analysed responses to questionnaires completed by staff, parents and carers, and pupils.
- We interviewed a representative from the local authority, who has been working closely with the school.

- We looked at documentation provided by the school. This included the school's curriculum and documents related to child protection, safeguarding and attendance.
- We did deep dives in the following subjects: reading, mathematics, science and history. This involved meeting with leaders, visiting lessons, looking in books and speaking with both teachers and pupils.

### **Inspection team**

Nick Sheppard, lead inspector

Ofsted Inspector

Jack Lacey

Ofsted Inspector

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