

Inspection of school: Bussage Church of England Primary School

The Ridgeway, Bussage, Stroud, Gloucestershire GL6 8FW

Inspection dates:

18 and 19 October 2022

Outcome

Bussage Church of England Primary School continues to be a good school.

What is it like to attend this school?

Children, parents and carers and staff all love this school. They are proud of its values of 'wisdom, hope, community and dignity', which make the school feel like a family. Pupils learn how to keep themselves safe online and in other circumstances. Pupils know about bullying and are confident that if it happens, the teachers will deal with it. The school is calm and the pupils are polite and well behaved.

Leaders support pupils to be the best version of themselves. This starts in the Reception Year, where 'Bussage Learning Powers' help children settle and develop lifelong learning habits. Leaders have designed a curriculum which inspires the pupils. Pupils have positive attitudes to learning, based around themes such as 'Jungle Fever'. Leaders organise trips and visits to bring learning alive.

Pupils take part in the school parliament, which promotes their understanding of democracy and being active citizens. For example, pupils campaigned for solar panels and won the financial support needed. This is a good example of the whole school community working together to embody the school's values.

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

Leaders have constructed a curriculum that enables pupils to learn well. They have chosen the most important knowledge and organised this so that pupils can make connections in their learning. Teachers revisit knowledge and concepts to help pupils remember more. Leaders analyse gaps in learning from the COVID-19 pandemic. They have prioritised the teaching of these areas so that pupils achieve well.

Staff share knowledge, ideas and experience. Teachers have received recent training in phonics, reading, writing and mathematics. Leaders have planned further training across the curriculum. Teachers use assessment well to check pupils' learning at the end of each term. Leaders use this information to adjust the curriculum. Staff adapt learning for pupils so that they do not fall behind.

Reading is a priority and the school promotes a love of reading well. Pupils enjoy listening to teachers sharing books. They love reading. However, pupils do not always encounter a wide enough range of books over their time in school. Leaders are refining a list of the most important books that pupils will encounter to address this. From the earliest moments in school, children are taught to crack the alphabetical code so that they can read with fluency. Teachers deliver the phonics curriculum consistently. Leaders ensure there is extra support for pupils that are in danger of falling behind with their learning. Even so, sometimes this does not support pupils as effectively as it could.

Children get off to a good start in Reception Year. Leaders provide a carefully planned curriculum, which builds their skills and knowledge. Therefore, children develop a love of learning. This sets them up well for Year 1 and the rest of their education.

Pupils are keen to learn and behave well. They are polite and respectful. The school is a purposeful place to learn. Pupils are not afraid to make mistakes in their learning. They form strong relationships with their peers and with adults.

Pupils with special educational needs and/or disabilities (SEND), and others with additional needs, are fully included in school life. Leaders check that disadvantaged pupils and those with SEND have every opportunity to take part. The school provides a wide range of activities in class and after school. One parent summarised the views of many by stating, 'Pupils love the clubs, forest school and choir.'

Governors have high ambitions for the school. They are well organised, committed and knowledgeable. They monitor school development and challenge leaders well. In particular, they check on the quality of the curriculum and teaching carefully. This has helped the school to improve.

Staff are happy and proud to work at this school. They say that leaders are mindful of their workload and well-being. Parents are very positive about the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a culture of vigilance at the school. All members of the school community know that the safeguarding of pupils is the top priority. The school has recently moved to an electronic recording system. This has strengthened leaders' ability to identify safeguarding concerns. Leaders are tenacious in securing help for pupils and families.

The systems for the recruitment of staff are fit for purpose. Leaders and governors are trained to do this well.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The support for pupils that are falling behind in their learning is not as effective as it could be. This means that some pupils do not catch up in their learning quickly enough. Leaders should further develop the curriculum, monitoring and training of staff so that this support is as effective as possible.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2012.

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	115678
Local authority	Gloucestershire
Inspection number	10211062
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair of governors	Richard Bedford
Headteacher	Andrew Ferguson and Zoe White (Co-Headteachers)
Website	www.bussageprimaryschool.co.uk
Date of previous inspection	6 December 2016, under section 8 of the Education Act 2005

Information about this school

- At the beginning of this year, the school moved to a co-headteacher leadership model.
- School leaders do not make use of alternative provision.
- This is a Church of England school and is part of the Diocese of Gloucester. The last section 48 inspection took place in January 2017.
- Leaders provide breakfast and after-school clubs.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector met with three members of the governing body, including the chair of governors, and reviewed reports about the school from external agencies.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to some pupils about their learning and

looked at samples of pupils' work. He heard pupils in Years 1, 2 and 3 read their books to an adult.

- The inspector met with leaders to discuss safeguarding and looked at a range of documents.
- The inspector took account of Ofsted Parent View and considered the responses to Ofsted's surveys for staff and pupils, as well as speaking with pupils and staff about their views of the school.

Inspection team

Tom Morrison, lead inspector

Ofsted Inspector

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