

# Inspection of a good school: Somerby Primary School

High Street, Somerby, Melton Mowbray, Leicestershire LE14 2PZ

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Inspection date:

3 November 2022

## Outcome

Somerby Primary School continues to be a good school.

## What is it like to attend this school?

Somerby Primary School is a small and welcoming school. Parents and pupils talk positively about the fact that the school feels like a family. One parent echoed the view of many when they stated that their child 'has achieved so much since starting at the school' and that 'the teachers treat the children like they are part of their family'. Pupils also value the fact that 'we all help each other'.

Pupils know that they can speak to any adult in the school if they have any worries. Pupils and parents said that bullying is not something that happens at the school. If it did, pupils and parents know that staff would deal with it effectively.

Leaders are ambitious for the pupils. They seek opportunities for pupils to enrich their learning both in and beyond the classroom. Pupils have access to a range of clubs, including sports clubs, choir and art club.

Pupils have opportunities to develop leadership skills. Older pupils talk positively about the work of the school council. Older pupils help younger pupils. For example, at lunchtime, older pupils help younger pupils to cut up their food, and encourage them to use their manners. Somerby Primary School is a caring school where staff promote kindness.

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

Leaders are ambitious for all pupils. A carefully considered curriculum ensures that all pupils have access to a range of different subjects. Teachers have carefully considered what they want pupils to learn in each subject. They have built in opportunities for pupils to build on prior learning. This helps pupils to know and remember more over time. Teachers use assessment effectively. This ensures that teachers are able to identify any misconceptions or gaps in pupils' learning. Some areas of the curriculum are newly developed. The impact of teaching in these areas is yet to be evaluated.

Children in the early years have access to a range of different resources and activities. However, at times, the early years provision is not as well considered as other areas of the school. The environment in the early years does not always allow children to develop their thinking or wider understanding.

Pupils with special educational needs and/or disabilities (SEND) are well supported in the school. Teachers know the pupils in their classes and support all pupils to access the curriculum effectively. Teaching assistants are also effective in supporting pupils to develop their knowledge and understanding.

Pupils behave well in the classroom and on the playground. In class, pupils listen carefully and contribute to discussions. Teachers teach pupils to be resilient. On the playground, pupils of all ages play together. Older pupils help to support younger pupils. They enjoy taking on roles of additional responsibility. Pupils learn to be respectful. They show an understanding of different people's views and beliefs. There is strong pastoral support in the school. The school celebrates success and pupils' achievements. Pupils also encourage each other to be the best that they can be.

Leaders have adopted a phonics programme, which they deliver consistently. Staff are well trained in phonics. Teachers support pupils in learning how to read. They have strong subject knowledge and identify pupils who fall behind. Older pupils talk enthusiastically about reading and the books that they enjoy. Teachers encourage pupils to read at home and at school. Pupils have access to a range of different books that match the sounds they know.

The school is led and managed effectively. Leaders have acted quickly to ensure that there is a well-planned curriculum in the school. Leaders also recognise what the school needs to do to continue to improve the ways in which they support pupils' learning. Parents appreciate the communication that they receive from the school.

Staff enjoy working at the school. They say that leaders take their workload into consideration. Teachers value the training and support that they receive. They are proud to be part of the community.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a culture of safeguarding across the school. Staff are well trained in safeguarding matters and they know all the children and their families well. There is a clear system in the school for reporting concerns.

Pupils feel safe in school. They know that they can talk to any adult in the school if they have any worries or concerns. Pupils also have access to worry boxes that are in all of the classrooms.

The curriculum ensures that pupils learn how to keep themselves and others safe. This includes information about online safety.

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

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

- The curriculum in the early years is not always well planned or considered. Children do not always get access to provision that helps them to enrich their vocabulary and learn well. Leaders should develop the provision in the early years so that pupils' experiences enhance their learning.
- The curriculum in some subjects is new. In these subjects, leaders have thought carefully about curriculum content and the order in which it should be taught. However, the monitoring of the delivery of these subjects has not yet taken place. Leaders should ensure that time is given to monitor all areas of the curriculum.

## 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 February 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

<b>Unique reference number</b>	140754
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10227883
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	38
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Anne Frost
<b>Headteacher</b>	Andrea Brown
<b>Website</b>	<a href="http://www.somerby.org.uk">www.somerby.org.uk</a>
<b>Date of previous inspection</b>	30 March 2017, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.
- The school is part of the Mowbray Education Trust.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector held meetings with the headteacher, trustees and the chief executive officer of Mowbray Education Trust.
- Inspectors scrutinised a range of documents, including those relating to safeguarding and SEND.
- Inspectors conducted deep dives into reading, mathematics and religious education.
- As part of the deep dives, inspectors visited lessons, listened to pupils read, reviewed curriculum plans and spoke with curriculum leaders, pupils and teachers.
- Inspectors visited lessons and observed pupils at various times of the school day.

- Inspectors considered the views of pupils, parents and staff through discussions during the inspection and through the Ofsted surveys.

### **Inspection team**

Roxanne Fearn-Davies, lead inspector

His Majesty's Inspector

Jackie Stirland

Ofsted Inspector

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