

# Inspection of a good school: Ashbury with Compton Beauchamp Church of England (A) Primary School

Ashbury, Swindon, Wiltshire SN6 8LN

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Inspection dates:

10 December 2019

## Outcome

Ashbury with Compton Beauchamp Church of England (A) Primary School continues to be a good school.

## What is it like to attend this school?

Ashbury Primary School is a happy place to be and pupils enjoy coming to school. The school values of 'perseverance, compassion and responsibility' tie this community together and are evident throughout the school.

Leaders, governors, staff and parents and carers have a clear determination to make sure that all pupils achieve. Staff have high expectations both academically and socially for all pupils.

Ashbury is a nurturing school, and this encourages pupils to successfully develop their independence. Pupils work well and support one another, in class and around the school. Older pupils look out for younger ones and act as good role models. In the lunch hall, older pupils show their caring nature by checking that younger pupils have eaten all their lunch.

Pupils understand the school's expectations and behave well. In the playground, they play happily together. They say that sometimes they fall out, but that 'playground buddies' or adults help them to resolve their problems. A minority of parents feel that their child has been bullied. However, pupils report that bullying is rare and that if it happens, staff will help them.

Parents, staff and governors are pleased with the opportunities pupils receive to participate in village and church activities, which help build pupils' confidence.

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

The headteacher, supported by an effective team of governors, is enabling the school to grow from strength to strength. Their joint vision to prepare pupils to succeed in an ever-

changing world underpins their plans. Pupils and staff are proud of their school. The headteacher works closely with staff, and as a result, morale is high. Teachers feel listened to and value the changes that the headteacher has made to reduce their workload.

Leaders have redesigned mathematics teaching successfully. The mantra of 'do it, use it, own it, explore it' is applied by all. Teachers have strong subject knowledge and they use this to challenge pupils and encourage them to use the correct mathematical vocabulary. Teachers carefully provide activities that are at the appropriate level for pupils. This helps pupils to build on their existing knowledge. For example, pupils in Years 3 and 4 were able to evaluate a range of methods to determine which is best to solve mental arithmetic calculations. In early years, teachers provide many ways for children to develop their early mathematical skills. As a result, children develop their understanding of number and measuring skills confidently.

Reading is at the heart of the curriculum. The teaching of phonics is well organised. Pre-school children learn to develop their listening skills through rhymes and songs. Children in the Reception class are excited about learning their phonics. They enjoy using this knowledge to develop their writing skills. Most adults teach phonics effectively, so pupils can meet the required standard by the end of Year 1. Leaders are aware that some staff require additional training. Pupils read often to adults at school and at home. Occasionally, pupils read books that are not well matched to their ability. This does not help them build their skills.

Older pupils enjoy reading. They enthusiastically discuss their favourite authors and types of books they read. Comprehension skills are taught well. Texts and activities carefully link to other subjects, helping pupils strengthen their knowledge. Teachers check that pupils understand the work and pupils are taught in reading well. This is also the case in mathematics. Teachers do not always check that pupils remember knowledge securely before teaching moves on in all subjects.

Leaders are developing the curriculum. They have reviewed the way subjects are taught and new plans are in place to ensure that skills, knowledge and vocabulary build on what pupils already know. In history, these new plans are not yet followed by all teachers, so the current sequence of learning is not clear. Leaders recognise that there is still more to do in some subjects to ensure that the curriculum is as well developed as it is in subjects such as mathematics.

Pupils enjoy learning and behave well. In lessons, pupils listen carefully to their teachers. Pupils with special educational needs and/or disabilities (SEND) receive effective additional support. Teachers identify when extra help is needed, and tailored interventions are put in place to meet academic and pastoral needs. This helps pupils with SEND to achieve well and succeed.

Pupils' learning is enriched through trips and visits. Pupils could clearly explain their learning from the history trip to the local woods, where they met a 'Stone Age' man and built a shelter. Sporting competitions and residential trips help pupils to build their resilience and perseverance. A range of extra-curricular clubs are well attended by pupils.

Leaders encourage all pupils, particularly those who are disadvantaged, to attend.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders take great care to ensure that staff know how to keep pupils safe. Staff are well trained and aware of the signs to look out for to identify whether a pupil may be at risk. Concerns are responded to swiftly. Additionally, leaders work well with other agencies to provide early support for families, if it is needed.

Thorough checks are carried out on adults working in the school.

Pupils unanimously report that they are safe in school. They learn how to keep themselves safe online. When out of school, pupils know how to cross the road safely, and they also know not to talk to strangers.

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

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

- The school's curriculum is not yet sufficiently planned and sequenced in some subjects, such as history. However, it is clear from the actions that leaders have already taken that they are in the process of completing plans for the remaining subjects. Leaders need to sustain their focus on developing the curriculum. They should ensure that the curriculum identifies clearly the specific knowledge and skills they want pupils to remember.
- In reading and mathematics, teachers use assessment effectively to check that pupils are building their knowledge and skills. However, this is not consistently the case in other subjects. Leaders should ensure that staff are checking effectively the knowledge pupils know and remember in all subjects.

## **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 a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in June 2011.

## 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 provider 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>	123220
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10111308
<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>	87
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mrs Mihaela Reade
<b>Headteacher</b>	Mrs Rachael Smith
<b>Website</b>	<a href="http://www.ashburyprimary.org.uk/">www.ashburyprimary.org.uk/</a>
<b>Date of previous inspection</b>	23 February 2016

## Information about this school

- The school is smaller than the average-sized primary school. Pupils are arranged in four mixed-age classes.
- The school's pre-school opened in April 2019.
- The school received an inspection under the Statutory Inspection of Anglican and Methodist Schools (SIAMS) in October 2016, when it was judged to be outstanding.

## Information about this inspection

- We met with the headteacher, other school leaders, staff and members of the governing body.
- An inspector spoke to parents at the gate at the start of the school day. We considered the 66 responses to Ofsted Parent View, including 42 free-text responses. In addition, 11 responses to Ofsted's online questionnaire for staff were considered, as were 17 responses to Ofsted's online pupil questionnaire.
- We did deep dives in these subjects: reading, mathematics and history. This involved talking to curriculum leaders, visiting lessons, looking at pupils' work, hearing pupils read, and talking to pupils and teachers.

- We spoke to pupils, parents and staff about the school's work to keep pupils safe. An inspector reviewed the single central record and other school safeguarding documentation.
- We observed pupils' behaviour in lessons and around the school, including at lunchtime.

### **Inspection team**

Tracey Bowen, lead inspector

Ofsted Inspector

Mineza Maher

Ofsted Inspector

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