

Inspection of Lacock Church of England Primary School

High Street, Lacock, Chippenham, Wiltshire, SN15 2LQ

Inspection dates: 1 and 2 December 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils do not learn and remember the essential knowledge they are taught in some subjects because curriculum plans are not fully thought out. Some pupils do not demonstrate positive learning attitudes as not all the work set meets their needs. Therefore, some pupils do not concentrate on their work as they should.

Pupils feel safe in school. Relationships are positive between pupils and adults. Pupils, generally, play well together. Most pupils enjoy coming to school. Although attendance is improving, some pupils do not attend school regularly enough.

Pupils report that bullying in school is rare. They know who to speak to if they have any concerns. Older pupils have a good knowledge of stereotyping and know they should act without discrimination. Leaders have created a culture of openness and respect. Staff support pupils in their social and emotional well-being. They care for them well.

Parents are appreciative of the work of the new interim headteacher. She has addressed any concerns they have quickly. Parents value the small community nature of the school and that all staff know the pupils well.

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

There has been a significant period of turbulence and change over the past year. Some leaders are new in post, including the interim headteacher. Governors have checked on staff workload during this period of change. They meet with staff and listen to them. Leaders and governors have high ambitions for all pupils. They know the strengths and areas for development of the school. However, there is more to do to improve pupils' learning.

Leaders are focused on developing a robust, well-sequenced curriculum. However, because the curriculum is new, teachers do not always know how or what to teach in the correct order in most subjects. Teachers do not always plan and check on learning in a way that helps pupils to remember key knowledge, including in the early years. For example, in mathematics, teachers do not always check that pupils' have a secure understanding of prior knowledge and skills before teaching the next steps. This means that pupils do not learn as effectively as they should. However, where the curriculum is more established, pupils can remember the knowledge and skills they are taught. This is evident in science, where pupils enthusiastically share how they are able to apply the skills learned to carry out scientific investigations successfully.

Pupils report that they enjoy reading. They read a range of books that interest them. Leaders ensure that there is a range of diverse books for pupils to read and listen to. Even so, phonics teaching from Reception onwards is not enabling all children to read fluently. Not all staff help children read unfamiliar words using the

sounds they know. This slows their progress as they do not have the necessary skills to read fluently.

Leaders are determined that all pupils achieve well. However, pupils who struggle and those with special educational needs and/or disabilities (SEND) do not always succeed in their learning. Too often, the work planned for them is not enabling them to build up their skills and knowledge. This is because teachers are not yet sufficiently skilled to identify and meet their needs.

Most pupils behave calmly and sensibly. However, in some classrooms, a few pupils fidget and lose concentration instead of paying full attention to staff or their work. Some teachers do not manage this low-level disruption well. In other classes, such disruption is minimal, and staff resolve problems promptly and successfully.

Leaders recognise there is a need to support pupils and staff well-being further. Pupils and parents are grateful for the pastoral support available to them. Leaders have ensured that pupils participate in local events and fundraise for charities chosen by the school council. However, pupils have few opportunities to develop their leadership skills or take on roles of responsibility within the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a culture of vigilance. They have increased staff knowledge of how to keep pupils safe. Recent training and new procedures have enabled staff to know how to report and record their concerns relating to pupils' safety.

Leaders follow up on concerns in a timely manner. They work well with specialist staff, including outside agencies, to provide pupils and families with the help they need.

Governors and leaders monitor the safeguarding systems regularly. They ensure that the necessary checks are carried out when new staff join the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The teaching of reading is not planned well enough to meet the needs of all pupils. This means that some pupils, especially those who struggle with reading and those with SEND, do not read as well as they should. Leaders must ensure that there is a systematic phonics programme across the school to improve pupils' fluency in reading. Teachers should use accurate assessments to ensure that pupils' books match their phonic knowledge.

- Many subjects in the curriculum are not planned clearly enough to ensure pupils learn the right things in the right order, including in the early years. As a result, pupils have gaps in their knowledge and understanding. Leaders must ensure that subject leaders develop their roles to make sure there is a well-sequenced curriculum. In turn, subject leaders should ensure that teachers are supported to deliver high-quality learning for pupils, including checking that pupils remember important knowledge.
- Teachers do not use pupils' starting points to plan and adapt the curriculum. Consequently, some pupils do not make the progress they should. Leaders should ensure that teachers make better use of assessment to establish pupils' starting points, so they achieve well across the curriculum.
- Leaders and teachers do not plan effectively for pupils who struggle, or pupils with SEND. This slows their progress. Leaders must ensure teachers have the knowledge they need to plan and implement learning that meets pupils' needs.

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	126333
Local authority	Wiltshire
Inspection number	10204983
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	The governing body
Chair of governing body	Simon Winfield
Interim Headteacher	Caroline Jackson
Website	www.lacock.wilts.sch.uk
Date of previous inspection	4 – 5 May 2016, under section 5 of the Education Act 2005

Information about this school

- The school is smaller than the average-sized primary school.
- Since the previous inspection, there have been several changes of staff, including the appointment of the interim headteacher in September 2021.
- The school does not use any alternative provision.

Information about this inspection

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

- This is the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the interim headteacher, special educational needs coordinator, subject leaders, a group of staff, a representative from the local authority and representatives of the governing body.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and science. Inspectors met with subject leaders, visited lessons, spoke to

teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- Inspectors looked at curriculum planning and samples of pupils' written work in a range of subjects.
- A wide range of documents was scrutinised, including those relating to safeguarding and behaviour.
- Inspectors reviewed the 15 responses to the online survey, Ofsted Parent View, including free-text responses. Inspectors spoke to parents at the school. Inspectors also considered the views of staff and pupils from Ofsted's online surveys.

Inspection team

Paul Smith, lead inspector

Ofsted Inspector

Faye Heming

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021