

Inspection of a good school: Christian Malford C of E Primary School

Church Road, Christian Malford, Chippenham, Wiltshire SN15 4BW

Inspection date: 25 November 2021

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils learn to be kind, helpful and respectful towards each other. Pupils told inspectors that they do not consider bullying to be a problem at the school. They said that staff resolve friendship problems quickly. Pupils feel safe and cared for by staff.

Pupils generally behave well around the school. However, the curriculum does not support all pupils to learn well. As a result, some pupils become frustrated and misbehave in lessons.

Pupils like reading. They particularly enjoy listening to their teacher read stories. However, children in Reception and pupils in key stage 1 do not learn to read well. Pupils with special educational needs and/or disabilities (SEND) are not fully included in the curriculum. Leaders are addressing this, but it is too early to determine the impact of their actions.

Staff have strong, supportive relationships with pupils. Pupils' learning is enriched through the breadth of after-school clubs, such as football and choir. Pupils also visit the nearby church to celebrate important festivals in the Christian calendar. The outside space provides pupils with opportunities to play creatively and collaboratively. It also enables pupils to learn about the natural world.

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

Pupils, including children in Reception, enjoy the type of texts that their teachers read to them. Leaders have recently introduced a new early reading programme for children in Reception and pupils in Year 1. However, this programme is not implemented effectively because staff have not had the required training to do so. Consequently, pupils in Year 1 and Reception children do not learn to read well. Leaders have revised the English curriculum to prioritise reading and improve pupils' knowledge about writing. Nonetheless,

pupils do not yet build a strong enough understanding or build on their prior knowledge to undertake more complex learning.

Leaders have structured a new curriculum in some subjects but have not ensured that it is successfully implemented. This is because staff do not have sufficient support to be able to teach the curriculum effectively. Consequently, the curriculum does not enable all pupils to learn well. Leaders acknowledge that the development of the curriculum is at an early stage.

Leaders have not ensured that the curriculum is suitably adapted for pupils with SEND so that they can learn successfully. Leaders have revised the support in place for pupils with SEND. However, while leaders and teachers assess pupils, they do not always use this information to tailor the curriculum to meet pupils' needs. For example, staff have information about pupils' early reading knowledge, but this has not yet been used to shape the curriculum accordingly. Consequently, pupils with SEND are not fully included in lessons.

Children in the early years foundation stage develop their understanding of the world through interactions with each other and adults. They develop social skills through collaborative play. However, the curriculum in Reception does not prepare children for learning in Year 1 well enough.

The leadership at the school has been through a period of turbulence. The system for governance has been recently revised. An Academy Council was re-established in 2020, with new roles implemented in 2021, to provide greater challenge and support for school leaders. While there is a breadth of expertise in the Academy Council, and they know the school well, it is too early to determine the impact of governance. Trust leaders have provided additional support for school leaders to improve the quality of education and the development of the school. However, staff state that their workload has increased and morale is low.

In discussion with the headteacher, inspectors agreed that the quality of the curriculum may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective. Leaders have created a strong culture of safeguarding at the school. Pupils state that they can talk to a trusted adult if they have a concern. Leaders and staff prioritise the physical and emotional well-being of pupils at all times. Leaders work effectively with external agencies to keep pupils safe from harm.

The school's checks on staff who work at the school are fit for purpose. All pupils who spoke to inspectors stated that they felt safe, cared for and protected.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The early reading curriculum is not implemented well. Consequently, children in Reception and pupils in Year 1 do not learn to read as well as they could. Leaders need

to ensure that staff teach phonics effectively, enabling pupils and children to read fluently and confidently.

- Leaders have revised the curriculum in many subject areas. However, they have not ensured that pupils learn more and remember more across the curriculum. Leaders need to ensure that staff are supported to implement the curriculum successfully.
- Pupils with SEND do not have equal opportunities to learn the curriculum. Teaching does not meet the needs of such pupils sufficiently. Leaders need to ensure that staff use assessment information about pupils to tailor the curriculum to meet their needs.
- Staff morale is low. Staff feel that leaders do not support their workload. Leaders should ensure that the well-being of staff is prioritised so that they can teach with confidence and positivity.
- Children in Reception do not learn a well-planned early years curriculum. They are not well prepared for learning in key stage 1. Leaders must revise the curriculum to ensure that Reception children develop the skills and knowledge outlined in the statutory framework for the early years foundation stage.

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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in November 2016.

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	140454
Local authority	Wiltshire
Inspection number	10211038
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	N/A
Number of pupils on the school roll	63
Of which, number on roll in the sixth form	N/A
Appropriate authority	Board of trustees
Chair	Rachel Clark
Headteacher	Christina Brugger
Website	www.christianmalford.wilts.sch.uk
Dates of previous inspection	23 and 24 November 2016, under section 5 of the Education Act 2005

Information about this school

- Christian Malford Church of England Primary School became an academy on the 1 December 2013, and is part of the Diocese of Bristol Academies Trust.
- The head of school is also the head of two other schools in the trust. The three schools work together by undertaking joint training.
- The school does not use any alternative provision.

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 school leaders and have taken that into account in their evaluation.

- Inspectors held meetings with the head of school, the advisory headteacher, the chief executive officer and the director of education at the Diocese of Bristol Academies Trust and other school leaders. Inspectors also met with a range of teaching and support staff.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English and science. Inspectors discussed curriculum design with leaders, carried out lesson visits, scrutinised pupils' work and spoke to pupils and teachers about the curriculum.
- Inspectors evaluated the effectiveness of safeguarding. The school's single central record was reviewed. Inspectors met with the designated safeguarding lead and spoke to pupils and staff.
- The lead inspector spoke with the vice-chair of the Academy Council, two trustees, including the CEO and the chair of the education committee and the trust's governance officer. Inspectors considered the views of staff who responded to Ofsted's online survey for staff.
- Inspectors took account of responses to the Ofsted Parent View survey.
- Inspectors met with pupils to discuss their views about the school and talked to pupils informally about the school.

Inspection team

Susan Aykin, lead inspector

Her Majesty's Inspector

Teresa Hill

Ofsted Inspector

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