

# Inspection of Hindon Church of England Voluntary Aided Primary School, St Mary's and St John's

School Lane, Hindon, Salisbury, Wiltshire, SP3 6EA

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Inspection dates: 28 and 29 June 2022

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| <b>Overall effectiveness</b> | <b>Good</b>  |
| The quality of education     | <b>Good</b>  |
| Behaviour and attitudes      | <b>Good</b>  |
| Personal development         | <b>Good</b>  |
| Leadership and management    | <b>Good</b>  |
| Early years provision        | <b>Good</b>  |
| Previous inspection grade    | Not previously inspected under section 5 of the Education Act 2005 |

## **What is it like to attend this school?**

Hindon School is a happy place where pupils feel valued. They enjoy coming to school. Leaders are determined all will succeed. Most parents are positive about the school. They appreciate the inclusive and supportive ethos provided for their children. Pupils say the school is 'one big family'.

Staff have high expectations of what pupils can achieve. Pupils enjoy their learning. Staff have an accurate view of pupils' individual needs. Pupils appreciate the opportunities provided for them beyond the classroom. These support them well with their personal development.

Pupils behave well. The school is calm and orderly. Disruption to learning is rare. Pupils understand and follow the school rules of 'be kind' and 'work hard'. They understand what bullying is. Pupils say bullying does not happen. They are confident that, if it were to occur, adults would deal with it quickly.

Pupils have a strong understanding of tolerance and respect. They know that they should treat each other with kindness. Pupils understand the importance of their Christian values and relate these to how they should treat others. They say that difference should be celebrated and that everyone has the right to be unique.

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

Leaders, including governors, have high ambition for all pupils. Staff feel well supported in their roles. Through teamwork, they have overcome key challenges across the year and have kept the learning of all pupils at the forefront of their minds.

Leaders prioritise reading. From the moment children start in Reception, they learn phonics. Staff promote children's love of reading through ensuring they encounter a range of stories, songs and rhymes within an engaging environment. This supports children to use the sounds they know when writing. Adults guide pupils in whole class sessions to enable them to break down words into sounds. However, some pupils who struggle with reading, do not always receive the precise support they need to develop their fluency and understanding. Consequently, some pupils are not developing into confident readers as quickly as they could.

Pupils receive a well-planned and structured mathematics curriculum. Most staff use and explain mathematical vocabulary clearly in lessons. This is particularly evident in the early years and the key stage 2 classes. Staff ensure that children in early years hear a range of technical vocabulary in everyday talk to develop their understanding of number. Pupils with special educational needs and/or disabilities (SEND) have learning adapted to meet their needs. Pupils enjoy mathematics. They can talk confidently about what they know and remember.

Leaders have worked systematically to structure the content of subjects across the wider curriculum. They plan interesting topics for the mixed-aged classes. Pupils remember what they have learned in most subjects. However, in some subjects, leaders have not explicitly identified and sequenced the knowledge they want pupils to remember in the long term. As a result, learning does not always build on what pupils already know and can do.

Staff tailor the curriculum well to meet the needs of pupils with SEND. They break learning down into manageable steps. This helps pupils access the same intended curriculum as their peers. As a result, pupils with SEND feel well supported. They can talk with confidence about their learning improving through the support they receive.

Pupils behave well and have positive attitudes to their learning. Pupils of all ages work and play together harmoniously. Staff engage in constructive talk with pupils during social times. This helps pupils form strong relationships with adults in the school community.

Leaders provide opportunities for pupils to develop as individuals. Pupils talk fondly of how the forest school visits help to promote their social and emotional needs. One pupil stated that 'if I take myself off into the calm area when I am upset, it relaxes me.' Staff weave aspects of the personal, social, health and economic curriculum across other subjects. They teach pupils how to be good citizens.

Governors share the same ambitions as school leaders. They understand their roles, including safeguarding responsibilities. As visible members of the school community, they understand the next steps within the school's development. They are keen that all pupils receive a range of opportunities to ensure that they are ready for the next stage in their education.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff act in the best interests of pupils to keep them safe. Effective policies and procedures are in place. Leaders ensure that staff have regular and up-to-date safeguarding training. As a result, staff know what to do if they are concerned about a child.

Staff carry out the necessary checks on the suitability of staff to ensure that they are safe to work with children. Pupils feel safe. They know who to go to if they have a concern. Pupils understand the challenges of keeping safe on online. Leaders have ensured that the curriculum supports pupils' understanding of safety.

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

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

- Staff do not provide the right support to help some pupils who struggle to read, particularly in key stage 1. As a result, some pupils are not consolidating their understanding of phonics and developing fluency. Leaders need to ensure that pupils who are in danger of falling behind receive relevant and precise support, so they become confident and fluent readers.
- The key content that pupils need to know has not been identified in some subjects across the wider curriculum. As a result, pupils are not always clear on what they need to know and remember. Leaders need to ensure that knowledge is clearly identified and sequenced across all subjects, so pupils know more and remember more over time.

## 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

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| <b>Unique reference number</b>             | 126444   |
| <b>Local authority</b>                     | Wiltshire  |
| <b>Inspection number</b>                   | 10200993   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Voluntary aided  |
| <b>Age range of pupils</b>                 | 4 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 60   |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Richard Bryson   |
| <b>Headteacher</b>                         | Jackie Gunter  |
| <b>Website</b>                             | <a href="http://www.hindonce.wilts.sch.uk">www.hindonce.wilts.sch.uk</a> |
| <b>Date of previous inspection</b>         | 25 September 2018, under section 8 of the Education Act 2005             |

## Information about this school

- This is a smaller-than-average primary school. Pupils are organised across three classes.
- The school is a voluntary-aided Church of England school in the Diocese of Salisbury. The last section 48 inspection took place in May 2015, where the school received a judgement of good.
- The school does not use alternative provision.

## Information about this inspection

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

- 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.

- Inspectors met with the headteacher, special educational needs coordinator, groups of staff, a representative from the local authority and members of the governing body.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and art. For each deep dive, inspectors discussed the curriculum with teachers, visited a sample of lessons, spoke to pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to pupils in Years 1, 2 and 4 read to an adult.
- Inspectors reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school. They reviewed how well the designated safeguarding lead acts upon concerns about pupils' welfare. Inspectors spoke to pupils, staff and governors about how the school keeps everyone safe.
- Inspectors considered the 36 responses to the Ofsted online survey, Parent View, including 30 free-text responses, three responses to the staff questionnaire and one letter from a parent. An inspector also spoke to parents on the playground at the start and end of the school day.

### Inspection team

|                                     |                         |
|-------------------------------------|-------------------------|
| Heather Barraclough, lead inspector | Her Majesty's Inspector |
| Adam Matthews                       | Ofsted Inspector        |

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