

Inspection of Netheravon All Saints CofE Primary School

High Street, Netheravon, Salisbury, Wiltshire SP4 9PJ

Inspection dates: 7 and 8 March 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are happy and safe at Netheravon All Saints. Most parents say that their child does well at the school. Pupils value their warm relationships with staff. They feel able to talk to an adult if they are worried. On the rare occasions that bullying occurs, pupils say that staff deal with it well.

Most pupils live up to leaders' high expectations of their behaviour. Pupils have positive attitudes to learning. They enjoy talking about their growth as learners, using the 'learning garden project' display of flowers and trees.

Pupils enjoy the forest school. They talk enthusiastically about projects, such as den-building and gardening. Some pupils have roles as librarians or worship leaders. House captains enjoy leading their peers on sports day and celebrating the weekly house points competition.

Older pupils support younger pupils well. They help them to play at lunchtimes and walk to the local church for collective worship together. Many pupils are proud to have parents who serve in the Armed Forces. For example, younger pupils enjoy sharing photos of the class teddy bear taking part in military family life.

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

Leaders have designed an ambitious curriculum for all pupils. The curriculum is well sequenced, starting in the early years and leading to what pupils need to know in Year 6. Teachers use assessment effectively to check that pupils follow the curriculum securely.

Leaders have made reading a priority. In the early years, pupils get to know stories in depth. They enjoy retelling them and expressing their own ideas. Pupils of all ages enjoy reading books together during their daily story time. Teachers read with expression and explain new vocabulary. This engages pupils and extends their understanding of language.

Leaders have devised an effective early reading curriculum. Pupils learn phonics as soon as they start school. They read books that match closely to the sounds they are learning. Leaders provide timely support to pupils who need it. Once pupils can read accurately, the curriculum continues to improve their reading fluency and confidence. As a result, pupils gain a strong foundation for learning in other subjects.

In mathematics, leaders have planned carefully the knowledge and skills that pupils learn. For instance, pupils build on the understanding of number they acquire in the early years. Teaching presents information clearly and ensures that pupils use mathematical vocabulary exactly. As a result of improvements to the mathematics

curriculum, pupils now develop their mathematical reasoning and problem-solving skills well.

The curriculum in other subjects develops pupils' understanding of important concepts. For example, in history, pupils explain the reasons for invasions and when they have taken place. However, in the early years, the curriculum does not always identify precisely enough what pupils should learn. As a result, younger pupils do not acquire detailed enough knowledge to prepare them well for some aspects of Year 1.

Recent improvements have strengthened the support that is provided for pupils with special educational needs and/or disabilities (SEND). Leaders identify pupils' needs accurately. Teachers then use this information to adapt the curriculum appropriately. Consequently, pupils with SEND follow the curriculum well and with increasing independence.

The personal, social, health and economic (PSHE) curriculum gives pupils an understanding of healthy relationships appropriate to their age. However, some aspects of the wider personal development curriculum are not strong enough. For example, the curriculum does not sufficiently guide pupils on how they should conduct themselves and cooperate with others. Consequently, some pupils do not show sufficient respect for others.

Staff are proud to work at the school. They appreciate professional development and support from leaders. Local governors and trust leaders know the school's strengths and areas for development well. They provide useful support and challenge to school leaders.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe and learn how to keep safe, including when they are online. Leaders make appropriate and timely referrals to safeguarding partners. They identify potential risks to pupils' safety and how to manage them. They secure external support for pupils who need it. Staff receive useful training to identify if pupils are at risk.

Policies and practice to manage harmful sexual behaviours are appropriate. Recruitment procedures ensure that staff are suitable to work with pupils. Staff know how to report safeguarding concerns about adults in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum does not make a strong enough contribution to some aspects of pupils' personal development. Consequently, some pupils do not learn how to cooperate well or show sufficient respect to others. Leaders should plan and implement the personal development curriculum effectively so that all pupils understand the importance of cooperation and respect.

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 information 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

Unique reference number	140699
Local authority	Wiltshire
Inspection number	10227963
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	139
Appropriate authority	Board of trustees
Chair of trust	David Middleton
Headteacher	Gillian Durrans
Website	www.netheravonallsaints.org.uk
Date of previous inspection	10 January 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Acorn Education Trust.
- The school is a Church of England school and is part of the Diocese of Salisbury.
- The school received its last section 48 inspection under the Education Act for schools of a religious character in January 2016.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded 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 held discussions with the headteacher, members of the senior leadership team, curriculum leaders, the chair of trustees, the chair of the local governing body and trust executive leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, looked at curriculum planning, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors scrutinised the single central record of adults working in the school. The lead inspector met with the designated safeguarding lead and examined the school's safeguarding records. Inspectors also spoke with a range of pupils and staff about safeguarding.
- Inspectors considered the responses to Ofsted's online survey, Parent View, including free-text comments. Inspectors also considered the responses to Ofsted's online staff survey and to Ofsted's online pupil survey.

Inspection team

James Oldham, lead inspector

His Majesty's Inspector

Peter Overton

Ofsted Inspector

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