

# Inspection of Ludgershall Castle Primary School

Short Street, Ludgershall, Andover, Hampshire SP11 9RB

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Inspection dates: 21 and 22 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 safe and happy at Ludgershall Castle Primary School. They understand the importance of being kind and respectful towards one another. Pupils talk positively about the school's values of 'learn, have fun and succeed'. Staff and pupils enjoy strong relationships. This is reflected in pupils' positive attitudes to their learning. Parents describe the school as a place where children's mental well-being is a priority.

Leaders have high expectations of pupils' behaviour. Pupils state that bullying rarely occurs. They trust the teachers to resolve any issues quickly. Pupils are proud of their school values and enjoy celebrating the achievements of others. They feel listened to and that their teachers value their ideas.

Pupils talk with confidence about their learning and show determination to work hard. Pupils, including those with special educational needs and/or disabilities (SEND), access a wide range of extra-curricular clubs, such as curling and book club. Pupils love reading and talk excitedly about how reading 'Grandpa's Great Escape' brought their trip to the local flight museum to life.

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

Leaders are ambitious for pupils. The curriculum is well designed. Teaching ensures that pupils, including those with SEND, build on their previous learning. Pupils follow the curriculum in small chunks. This helps them to do more and remember more over time. In mathematics, pupils have valuable opportunities to revisit learning through the school's 'flashback' approach. Pupils use their knowledge confidently. For example, in the early years, children explain their understanding clearly.

Leaders have planned the knowledge and skills pupils need to learn carefully. Well-selected resources help pupils to remember what they have learned. For example, in geography, pupils use their knowledge of coordinates to find four-figure grid references to locate places on a map. Pupils show off their understanding in quizzes. They enjoy using their previous learning to support their new learning.

In subjects such as physical education (PE), pupils benefit from specialist coaching. Across the school, pupils gain skills and techniques, such as dribbling a ball, consistently well. Pupils understand the importance of staying fit and healthy.

Leaders know that there is still more to do to develop the curriculum in some subjects. Curriculum leaders do not always have a clear understanding as to how well pupils are learning their subject. Consequently, there are occasions where pupils do not learn subjects in as much depth as they could.

Leaders are passionate about reading. Pupils, particularly disadvantaged pupils, read every day in school. The school has introduced a new curriculum for early reading,

which helps pupils to secure their knowledge of phonics. This supports pupils to read fluently and motivates them to practise their reading. The school promotes a love of reading and ensures that staff read regularly to pupils during 'story time' activities. Older pupils read and make confident use of a range of complex reading material.

Pupils with SEND receive the support they need to follow a broad curriculum. Leaders work with staff to identify children who need additional support. In turn, staff put support plans to good use in the classroom. This enables pupils to succeed. Pupils with SEND take part in the full life of the school. For example, they have a voice on the school council.

Pupils feel that everyone is valued. They are clear about their responsibilities in the school and are proud of their school values, such as kindness and friendliness. Some pupils act as 'equality ambassadors', promoting awareness and respect for the protected characteristics. They feel strongly about everyone being treated the same.

Leaders, including governors, are proud of the progress the school has made since the last inspection. Staff, including early careers teachers, speak highly of the training and support they receive. Their well-being and workload are considered, and staff report that leaders value their individual contributions.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders foster a culture of safeguarding and ensure that pupils are safe. Staff are aware of the necessary systems in school for reporting concerns, which are dealt with swiftly. All stakeholders, including governors, have had relevant, up-to-date training. They use their expertise to provide support to the most vulnerable pupils.

Leaders work closely with external partners to keep pupils safe. Indeed, leaders are tenacious in ensuring that concerns are followed up.

Pupils know about staying safe online and are confident to raise a concern to a trusted adult.

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

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

- The implementation of the curriculum is not consistently effective across all subjects. Consequently, pupils do not learn some subjects in enough depth. Leaders should ensure that all areas of the curriculum are well implemented so that pupils have opportunities to deepen their learning.

## 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.

## 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>	126489
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10227977
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	284
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sharon Kirwan
<b>Headteacher</b>	Andy Bridewell
<b>Website</b>	<a href="http://www.ludgershallcastle.wilts.sch.uk">www.ludgershallcastle.wilts.sch.uk</a>
<b>Date of previous inspection</b>	2 February 2017, under section 8 of the Education Act 2005

## Information about this school

- The governing body has recruited new members since the last inspection.
- The school does not use any 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 met with the headteacher, the special educational needs coordinator and representatives from the governing body. The lead inspector also held a telephone discussion with the school's improvement advisor.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, geography and PE. For each deep dive, inspectors discussed the

curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.

- Inspectors spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. The lead inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to gather their views about the school.
- Inspectors considered the responses to the Ofsted's online survey for parents, Parent View. They also took into consideration the staff and pupil surveys.

### **Inspection team**

Darren Preece, lead inspector	Ofsted Inspector
Teresa Hill	Ofsted Inspector
Katharine Anstey	Ofsted Inspector

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