

Inspection of an outstanding school: Preshute Church of England Primary School

High Street, Manton, Marlborough, Wiltshire SN8 4HH

Inspection dates:

28 and 29 March 2023

Outcome

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

What is it like to attend this school?

Live life, love learning is at the heart of Preshute Primary School. This starts in Reception Year, where children are curious and eager to learn. Parents are positive about the school. Staff have high expectations of pupils' behaviour and attitudes to learning. Pupils respond well and strive to live up to these. As a result, pupils focus on their work and try their best.

The curriculum design is ambitious. Leaders have thought carefully about what they want pupils to learn. Nevertheless, in some subjects, the knowledge that leaders want pupils to know and remember is not broken down into sufficient detail. Leaders use assessment information in mathematics and phonics effectively. However, this is not fully developed in all curriculum subjects.

Relationships between adults and pupils are respectful and warm. Pupils know they can talk to any adult if they have a worry or concern. They say that bullying is rare. Pupils say that they 'stand up to bullying'. However, they know that adults will deal with it swiftly if it does occur.

Adults encourage pupils of all ages to take on roles and responsibilities across the school. Pupils embrace the opportunities to develop leadership roles, including 'playpod' leaders and prayer leaders.

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

Leaders, including governors, are ambitious for all pupils. There is a strong focus on curriculum design to ensure that it is progressive and well sequenced. In mathematics,

the small steps are clearly set out from Reception Year to Year 6. As a result, pupils build their knowledge well. Children get off to a strong start in early years. They confidently recognise numbers to 10 and combine two single digits. This gives them a strong understanding of number to build on in Year 1. Older pupils can rapidly recall timetable facts, which they use to subtract fractions with different denominators. Adults support pupils with special educational needs and/or disabilities (SEND) well. Leaders ensure that teachers are aware of any adaptations that pupils with SEND require. This helps pupils with SEND to learn successfully alongside their peers.

In some wider curriculum subjects, the knowledge that leaders want pupils to know and remember is not identified precisely enough. This means that pupils do not build knowledge well and they develop misconceptions in their understanding. For example, in history, pupils know that the Romans invaded Britain, but they do not understand the impact the rebellion led by Boudica had on the invasion. In science, pupils in lower key stage 2 have limited knowledge of how to carry out a fair test.

Leaders have prioritised reading. There has been a strong focus on developing a love of reading. Staff are well trained to deliver the school's chosen phonics programme skilfully. As a result, pupils build words and read well. Leaders identify pupils who start to fall behind and put support in place. This helps pupils to catch up quickly. Pupils who struggle to read have books that match the sounds they know. This supports them to become confident and fluent readers. Older pupils read often and widely. They read books by classic and modern authors. They talk enthusiastically about the reading workshops led by an author.

In mathematics and reading, leaders check pupils' understanding and identify gaps in their knowledge. Teachers address misconceptions swiftly and use these as learning points. However, in foundation subjects, assessment is less developed and leaders do not have a clear and accurate picture of what pupils know and remember.

Pupils are extremely polite and courteous. They enjoy talking about their school with visitors. From Reception Year, routines are well established and children understand the expectations. There is a strong sense of calm and purpose throughout the school.

Pupils know that acceptance and tolerance are important. They say that everyone is welcome in their school. They understand that people are different and why it is important to treat everyone equally. Pupils learn about democracy and British values. They know that being able to vote makes things fair. Pupils appreciate the trips and visits. For example, Year 3 visited the Roman Baths and the whole school went to the science museum. Pupils say that trips make learning 'fun'. Pupils value the opportunities they get to have quiet time and reflect on the school values during collective worship.

Pupils know how to stay safe in the real world and online. They understand the risks of social media and say they would talk to an adult if they had a concern.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding team ensures that pupils' safety and well-being are a priority. The team provides regular and up-to-date training. Leaders work closely with external agencies to ensure that pupils and their families receive the support they need. Appropriate checks are carried out on the suitability of staff and volunteers at the school.

The school has suitable policies in place to raise awareness among staff and parents about the dangers of sexual harassment, online sexual abuse and sexual violence.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some wider curriculum subjects, leaders have not yet identified the precise knowledge they want pupils to know and remember. This means that pupils do not build their knowledge well. Leaders must ensure they identify the important knowledge they want pupils to learn so that they build on what they know and remember it long-term.
- In foundation subjects, leaders have not fully established effective systems for assessment. This means that teachers are not always sure of what pupils know and the gaps in knowledge they have. Leaders need to ensure that assessment is effective and information is used to inform the curriculum design and address gaps in pupils' knowledge.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in December 2015.

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

Unique reference number	126349
Local authority	Wiltshire
Inspection number	10240550
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	183
Appropriate authority	The governing body
Chair of governing body	Susan Joslin
Headteacher	Claire Hann-Perkins
Website	www.preshute.wilts.sch.uk
Dates of previous inspection	2 and 3 December 2015, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up post in September 2020.
- The school uses two unregistered alternative providers.
- The school is in the Diocese of Salisbury. The school was judged to be outstanding at the most recent section 48 inspection, for schools of a religious character, carried out in June 2016.
- There is a before- and after-school club for pupils who attend the school.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also spoke to leaders about the curriculum in some other subjects, including art and science.
- The inspector met with the safeguarding team and reviewed the school's safeguarding documentation.
- The inspector considered key school documentation, including the school development plan, the school evaluation and minutes of governors' meetings.
- The inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- The inspector considered responses to the online survey, Ofsted Parent View, and the views of staff and pupils.

Inspection team

Wendy D'Arcy, lead inspector

His Majesty's Inspector

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