

Inspection of a good school: St Mary's Church of England Primary School, Purton

College Road, Purton, Swindon, Wiltshire SN5 4AR

Inspection dates:

4 and 5 May 2023

Outcome

St Mary's Church of England Primary School, Purton continues to be a good school.

What is it like to attend this school?

Pupils at St Mary's are proud to be part of this welcoming school. They attend regularly. The relationships between adults and pupils are respectful. Pupils are sensitive and considerate of one another. They feel safe and say that staff at the school help them if they have any worries or concerns.

Staff's expectations for pupils are high. They want everyone to 'shine brightly'. They are determined that pupils learn well. Pupils understand this and value learning, both in the classroom and beyond. They speak enthusiastically about strengthening their knowledge through visits to places of interest, such as a local crocodile conservation centre.

Pupils are friendly and inquisitive. They are keen to find out about the lives of others and appreciate opportunities to take on responsibilities. They particularly enjoy involvement and supporting others in local community initiatives.

Pupils benefit from a range of clubs and activities that foster their talents and interests. They understand the importance of treating everyone fairly. They are confident to debate different viewpoints on important topics or current affairs.

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

Pupils follow a purposeful and ambitious curriculum. Leaders have identified the important knowledge that they want pupils to learn. They ensure that there is a consistent approach to how pupils do this. Teachers and support staff have strong subject knowledge. They use this to support pupils to build on what they have learned before. For example, in mathematics, pupils revisit learning regularly. This helps them to remember the most important concepts in the long term. Pupils in Year 5, for instance, use their knowledge of multiplication to help them when simplifying fractions. However, in some subjects,

teachers' use of assessment to check what pupils know and remember about the curriculum does not identify and rectify misconceptions when they occur.

Pupils develop a love of reading in school and at home. They talk with enthusiasm about books they read. Initiatives to encourage pupils to read at home have been successful. The 'breakfast reading café', for example, provides parents and carers the opportunity to read to their children in the morning. It is popular with both pupils and adults.

Children in Reception Year learn to read as soon as they start school. Leaders make sure that children confidently learn to link letters with the sounds they make. This helps them quickly develop the knowledge they need to become confident, fluent readers. Those pupils who fall behind are supported to catch up and keep up. Older pupils study challenging texts which extend their vocabulary.

Leaders create an environment where everyone feels valued. The support provided for those pupils who arrive at the school outside of the usual transition points is beneficial. Pupils quickly understand well-established learning routines. These help them to settle into the school well.

Pupils thrive in their wider personal development. Their achievements are celebrated. For example, every Friday, pupils celebrate the talents and positive attributes of a 'star of the week' chosen from their class.

Leaders ensure that pupils learn about a wide variety of cultures. This helps to prepare them for life in modern Britain. They have a mature understanding of equality and diversity. They talk confidently about complex issues, such as exploitation. Pupils explain knowledgeably why the rule of law is important in society.

Pupils embrace opportunities to learn about religions and beliefs which differ from their own. They take part in collective worship and enjoy opportunities for reflection. They understand how even small acts of thoughtfulness, such as picking up litter, can contribute to the greater good. Staff help pupils to understand how to stay safe, including when online. Even the youngest children explain how to keep themselves safe in the event of a fire or when crossing the road.

Staff are very proud to work at this school. They appreciate the help they receive to develop professionally and maintain their well-being. Governors know the school thoroughly. They provide well-considered support and challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

There is a robust culture of safeguarding in place. Leaders have ensured that all staff have received training. This keeps them up to date with best practice. They identify and report any concerns they have.

Leaders work well with external agencies to support pupils and families where appropriate. Governors and other leaders carry out thorough checks to ensure that adults appointed to work in the school are suitable.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers' use of assessment is not as well developed as it is in others. Therefore, teachers do not always identify where pupils have developed misconceptions. Leaders need to ensure that teachers' use of assessment accurately highlights gaps in pupils' understanding so that these can be remedied.

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 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 second ungraded inspection since we judged the school to be good in July 2013.

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	126350
Local authority	Wiltshire
Inspection number	10268698
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	348
Appropriate authority	The governing body
Chair of governing body	Andrew Fryer
Headteacher	Naomi Clarke
Website	www.st-marys-purton.wilts.sch.uk
Date of previous inspection	16 November 2017

Information about this school

- The school is a voluntary-controlled primary school. Its most recent section 48 inspection for schools of a religious character took place in March 2023.
- The school uses one unregistered alternative provision.
- There is a governor-run breakfast club and after-school club.

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 held discussions with the headteacher, other school leaders, representatives from the local authority and those responsible for governance.
- The inspector carried out deep dives in early reading, mathematics and history. The inspector held discussions with teachers, pupils and subject leaders. She visited a sample of lessons and reviewed pupils' work. The inspector listened to pupils read to a familiar adult.
- The inspector reviewed the school's safeguarding documentation. She considered how

well the designated safeguarding lead acts on concerns about pupils' welfare and safety.

- The inspector talked to staff, pupils and governors about the culture of safeguarding in the school.
- The inspector considered responses to the online survey, Ofsted Parent View, and free-text responses. She also reviewed the responses to the online pupil and staff surveys.

Inspection team

Liz Geller, lead inspector

His Majesty's Inspector

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