

Inspection of a good school: Heddington Church of England Primary School

Church Road, Heddington, Heddington Primary School, Calne, Wiltshire SN11 0PJ

Inspection dates:

6 July 2023

Outcome

There has been no change to this school's overall judgement of good 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. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Heddington Church of England Primary School has a strong sense of community. Pupils are safe and staff care for them well. Pupils know that if they have any worries or concerns, staff will help them sort these out.

The ethos of the school is underpinned by distinctive values, including friendship and truthfulness. Leaders have built strong, inclusive relationships with pupils and their families. Pupils enjoy learning. However, the curriculum does not fully meet the needs of some pupils. Behaviour around the school site is calm. Pupils know the school rules and they understand the importance of treating everyone fairly.

Pupils take pride in the responsibilities they hold. These include being house captains and members of the 'Christian Task Force'. Through these leadership positions, pupils become self-assured and independent. They are confident to express their opinions. They recognise that it is important to listen to the views of others.

Pupils are enthusiastic about the range of clubs available to them beyond the classroom. This helps them to develop their skills and talents. They participate fully in the life of the community and enjoy representing their school in sporting and cultural events. For example, pupils participate in an annual community music festival.

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

Leaders, with the support of governors, have made some recent alterations to the curriculum. However, these are not fully developed or implemented in all subjects. Where this work is further along, leaders have designed a well-structured curriculum and pupils gain the knowledge and skills they need. However, in some subjects, the ambitious curriculum designed by leaders it is yet to be implemented. As a result, some pupils do

not gain the breadth of knowledge and skills that they need. In addition, staff do not have sufficient understanding of how to plan learning that meets the needs of pupils.

Children in the Reception Year learn routines quickly. They listen carefully to adults and take turns when working with their peers. The special educational needs coordinator supports staff to assess the needs of pupils with special educational needs and/or disabilities (SEND) accurately. This means that children begin to receive support from the start of the Reception Year.

Pupils relish opportunities to visit the school library and enjoy writing reviews of their favourite books. Pupils begin to learn to read as soon as they start school. However, the reading curriculum does not support children to learn to read with accuracy. Adults do not always check thoroughly if reading books match the sounds that pupils know. This means that some pupils fall behind in their learning. Leaders have plans to address this deficiency. However, these plans are not fully in place.

Pupils are taught a well-considered curriculum to support their broader development. This is a particular strength of the school. Pupils have a clear understanding of equality and fairness. The 'Junior Citizens' share powerful insights with others from their visits to local training centres. Pupils enjoy learning about a range of cultures that differ to their own. They appreciate periods of reflection in the school day, such as during collective worship. 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.

Pupils learn about fundamental British values, such as democracy. They talk confidently about why the rule of law is important in society. Pupils understand the importance of tolerance. They know that people are different and they should treat everyone with respect.

Pupils are well supported to make the transition to secondary school at the end of Year 6. Leaders provide pupils with opportunities to discuss any concerns with staff and to make regular preparatory visits. Consequently, pupils are well prepared and enthusiastic about this new challenge.

Leaders, including governors, prioritise staff well-being. Staff appreciate the support leaders provide to help them to manage their workload. They value the supportive and professional environment leaders provide. Staff are proud to be part of the school. Governors play an active role in school life.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, including governors, ensure that safeguarding is a priority. They make the right checks when new staff start work at the school. Staff undertake rigorous safeguarding training when they join the school and receive regular ongoing updates. They are confident to report any concerns. Pupils have a secure understanding of how to keep themselves safe online and beyond.

Leaders secure support effectively for pupils and their families. They work with external agencies, where appropriate. Leaders ensure that the school site is safe and that pupils are well supervised.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not fully developed or implemented in some subjects. This means that pupils do not build key subject knowledge in a secure and incremental way. Leaders need to ensure that the curriculum in all subjects is well designed and implemented effectively.
- Staff do not have the understanding they need to plan learning that meets the needs of pupils. Consequently, this hinders the learning of some pupils. Leaders need to ensure that all staff have the expertise to teach the current and planned curriculum effectively.

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 January 2014.

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	126327
Local authority	Wiltshire
Inspection number	10297949
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	71
Appropriate authority	The governing body
Chair of governing body	Mark Lockwood
Headteacher	Ashley Martin
Website	www.heddington.wilts.sch.uk
Date of previous inspection	24 April 2018, under section 8 of the Education Act 2005

Information about this school

- Heddington Church of England Primary School is a voluntary aided school. The last section 48 inspection took place in May 2016.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and took that into account in their evaluation of the school.
- The inspectors held discussions with the headteacher, subject leaders, those responsible for governance, those responsible for safeguarding and other school leaders.
- The inspectors carried out deep dives in early reading, mathematics and history. They held discussions with teachers, pupils and subject leaders. They visited a sample of lessons and reviewed pupils' work. The lead inspector listened to pupils read to a familiar adult.

- The lead inspector reviewed the school's safeguarding documentation, including records of safeguarding checks carried out on staff working at the school.
- The inspectors considered how well the designated safeguarding lead acts on concerns about pupils' welfare and safety. They talked to staff, pupils and governors about the culture of safeguarding in the school.
- The lead 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

Caroline Musty

Ofsted Inspector

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