

# Inspection of Whiteparish All Saints Church of England Primary School

Common Road, Whiteparish, Salisbury, Wiltshire SP5 2SU

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Inspection dates: 5 to 6 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Whiteparish All Saints is a warm and welcoming school. The school's vision lies at the heart of its work. Pupils who attend the school are happy and 'shine like a light into the world'. Staff and pupils have very positive relationships.

The school's vision runs through the curriculum, which is ambitious. It is designed to develop pupils' curiosity about the world. Pupils progress well through the curriculum in most subjects. However, the curriculum is still new, and in some subjects, the school has not yet identified the knowledge it wants pupils to know and remember in these subjects.

Pupils benefit from trusting relationships with adults. Pupils are confident that staff will listen to any worries they may have. This helps them to feel safe. The school values of 'perseverance, kindness and hope' are evident in pupils' conduct and how they treat one another.

Pupils enjoy opportunities to take on leadership responsibilities across the school. They say that these roles make them feel proud and help them to set a positive example to others. This extends beyond the school. For example, older pupils visit a local care home weekly to play games and interact with the residents.

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

The school has responded well to address the areas for improvement identified at the previous inspection. Staff have worked collaboratively to design a new curriculum, which starts in Reception. It is ambitious for all pupils. The school has considered what pupils should know by the time they leave primary school in most subjects.

Reading is at the heart of the curriculum. Pupils begin to learn to read as soon as they start school. The reading curriculum is well organised and sets out what pupils should know and by when. All staff have the expertise to ensure that there is a consistent approach to the teaching of phonics. The school regularly checks pupils' phonics knowledge and identifies those who need extra support. These pupils receive the help they need. Reading books match pupils' phonics knowledge accurately. This supports pupils to read with fluency. Teachers read and discuss high-quality texts with their classes. As a result, pupils develop their reading skills and a passion for reading.

Pupils with special educational needs and/or disabilities (SEND) are well supported. The school acts quickly to identify pupils' needs. This means pupils with SEND are supported from the time they start school. Where appropriate, learning is adapted for pupils so they learn the curriculum alongside their peers. As a result, pupils progress well through the curriculum. Pupils with SEND also participate in all aspects of school life.

The curriculum is still in the early stages of its development. The school recognises that it needs further embedding. For example, in some foundation subjects, the important knowledge that pupils need to learn and remember has not been identified. As a result, pupils do not yet build their knowledge well enough. Learning is not yet adapted effectively in relation to what pupils know and can do so as to ensure that all pupils build on their prior knowledge. The school has an accurate view of the areas that need further development in its curriculum.

Pupils learn a well-devised personal development programme. They know how to stay safe online and how to keep themselves physically and mentally healthy. For example, a child in Reception explained the importance of holding a pair of scissors carefully 'because they are very sharp'. Pupils understand why it is important to treat everyone equally and with respect. They state that at Whiteparish All Saints, 'everyone is respected, treated the same and we celebrate difference'. Pupils know that a good friend needs to be caring and trusting. They enjoy the many extra-curricular clubs, trips and enrichment opportunities on offer.

Parents are very positive about the school. They say that staff are friendly and approachable. Parents comment on the school's transformation since the previous inspection. They are supportive of the school, attending curriculum events such as phonics workshops. Parents value the wide range of extra-curricular activities available to their children.

Governors have a thorough understanding of the school's strengths and priorities for improvement. They provide meaningful support and challenge to the school. They manage resources well and hold the school to account to bring about improvement.

Staff are proud to work at the school. They say that the school thoughtfully manages their workload and well-being. Staff morale is high. They have worked together to improve the school since the previous inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some foundation subjects, the important knowledge that pupils need to learn and remember has not yet been precisely identified. This means that, over time, pupils do not build their knowledge well. The school needs to ensure that all subjects identify the knowledge that pupils must learn and when.
- Learning is not always adapted effectively in light of what pupils know and can do in order to deepen their knowledge and understanding. As a result, pupils do not build on their prior knowledge as well as they could. The school needs to ensure

that learning is adapted when necessary to enable all pupils to progress as well as possible through the curriculum.

## 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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	126419
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10297955
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	84
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Amanda Jones
<b>Headteacher</b>	Jon James
<b>Website</b>	<a href="http://www.allsaints.wilts.sch.uk">www.allsaints.wilts.sch.uk</a>
<b>Dates of previous inspection</b>	26 and 27 February 2020, under section 5 of the Education Act 2005

## Information about this school

- The school is a voluntary-aided school within the Diocese of Salisbury.
- The school received its last section 48 inspection in March 2018.
- 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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors met with the headteacher, special educational needs coordinator and early years leader for the school. Inspectors also met with a range of teaching and support staff.
- The lead inspector met with representatives of the governing board.
- The lead inspector held a phone conversation with a representative from the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector 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 inspectors also discussed the curriculum in other subjects.
- The inspectors listened to pupils in Years 1, 2 and 3 read to an adult.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents before and after school. The inspector also evaluated responses to Ofsted's staff and pupil surveys.

### **Inspection team**

Matt Fletcher, lead inspector

His Majesty's Inspector

Jo Randall

Ofsted Inspector

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