

Inspection of a good school: The Minster CofE Primary School

Emwell Street, Warminster, Wiltshire BA12 8JA

Inspection dates:

30 and 31 January 2024

Outcome

The Minster CofE Primary School continues to be a good school.

What is it like to attend this school?

Pupils love coming to school. They appreciate how their teachers keep them safe and listen to any worries they have. Pupils enjoy learning and are proud to represent the school as 'future leaders'. Pupils talk confidently about the school's values of respect and truth. They stick to these to make sure friendships are positive. Parents say the school is a nurturing and supportive environment, where children thrive.

Pupils have positive attitudes to learning and have opportunities to reflect on what they have been taught. They are helpful and well mannered around the school. Pupils enjoy participating in worship and assemblies that teach them about different cultures. Staff and pupils foster warm relationships based on mutual respect.

Teachers have high expectations of all pupils. As a result, pupils are engaged in lessons and are keen to impress. Pupils state that everyone is treated fairly, so everyone can succeed.

Pupils enjoy trips organised by the school, such as visits to the Houses of Parliament. This helps them learn about how issues are debated. Pupils have a voice in school through roles as eco-councillors and young leaders.

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

The school has designed an ambitious curriculum. It makes clear what pupils need to learn and when. Teachers plan well-sequenced lessons that build on and deepen pupils' understanding of key themes and concepts. For instance, pupils in Year 6 can use their knowledge of compass points and grid references to identify places on a map. Furthermore, pupils in Year 5 use their growing knowledge of spelling and grammar when writing.

The school has introduced a new mathematics curriculum. Pupils spend time each day revisiting and reviewing previously taught content. This helps pupils build their knowledge

over time. For example, older pupils use their knowledge of coordinates to help them understand how to translate shapes. Pupils' mental recall of mathematics facts is secure. However, the school recognises that further work is needed to help pupils improve their problem-solving skills.

The school is passionate about reading. It has invested in new books to spark pupils' interest and imaginations. This inspires pupils to develop a love of reading. Older pupils build their inference skills well, which helps them to understand characters and what might happen in a story. Children in the Reception Year get off to a strong start. They can read the sounds they have learned in phonics lessons. Teachers are well trained in the phonics programme. They ensure that activities are linked closely to what pupils are learning. Pupils read books that help them to practise their sounds. This helps most pupils to decode accurately and read with fluency. However, in some cases, staff are less effective at helping pupils when they get stuck reading. As a result, some pupils struggle to develop the fluency they need to read with confidence.

The school has a comprehensive offer for pupils with special educational needs and/or disabilities (SEND). This is a strength of the school. Staff are quick to identify the needs of pupils with SEND. Teachers ensure that targets are well matched to what pupils need to learn. When pupils have gaps in learning, staff use appropriate intervention strategies to help them keep up. As a result, pupils with SEND learn the same ambitious curriculum as their peers. Parents appreciate the additional support pupils receive.

Teachers ensure the learning environment is calm and engaging. Lessons run smoothly and without disruption. As a result, all pupils are focused and ready to learn. Moreover, pupils have the opportunity to share their ideas openly.

Pupils are proud of their school values and understand how they relate to the fundamental British values. Pupils know the importance of individual liberty, knowing that all people, no matter who they are, can achieve. They understand how to stay safe online and around the local community. Pupils feel valued at Minster. They enjoy receiving team points for being kind and respectful.

The governing body is effective. It visits the school regularly to discuss the impact of the curriculum for all pupils. Staff appreciate the time leaders give them to develop their subject knowledge and expertise. This contributes to a strong spirit of teamwork and high morale.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff do not know how to move pupils' learning forward when they listen to them read. As a result, this hinders some pupils' reading fluency. The school has identified

this and needs to ensure that pupils receive the precise support they need to become confident and fluent readers.

- In mathematics, pupils do not fully develop their understanding of problem-solving. Consequently, they do not have the same depth of knowledge as in other aspects of mathematics. The school needs to continue to embed its approach to problem-solving so that pupils achieve well in all areas of the mathematics curriculum.

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 September 2018.

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 special educational needs and/or disabilities (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

Unique reference number	126368
Local authority	Wiltshire
Inspection number	10313263
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	210
Appropriate authority	The governing body
Chair of governing body	Rev'd Susan Foster
Headteacher	Lisa Tudor
Website	www.minster.wilts.sch.uk
Date of previous inspection	18 September 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Salisbury. It received a section 48 inspection for schools of a religious character in November 2022, where it was found to be excellent.
- The school has recently recruited new governors, including a chair of the governing body.
- The school offers a breakfast club for pupils who attend the school.
- The school does not use any alternative provision.

Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.

- The inspector met with the headteacher, the deputy headteacher, the special educational needs leader, subject leaders and a group of staff. The inspector also met with representatives of the governing body and the school's improvement advisor.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector met with subject leaders; visited lessons across the school; spoke to teachers; spoke to some pupils about their learning and looked at samples of pupils' work.
- A wide range of documents were scrutinised, including those relating to safeguarding and behaviour, and the school's self-evaluation and curriculum documentation. The inspector spoke with staff and pupils throughout the inspection about safeguarding and behaviour.
- The inspector reviewed responses to Ofsted Parent View, including free-text comments, and responses to the staff and pupil surveys. The inspector also spoke to some parents at the end of the school day.

Inspection team

Darren Preece, lead inspector

Ofsted Inspector

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