

# Inspection of Great Bedwyn Church of England School

Farm Lane, Great Bedwyn, Marlborough, Wiltshire SN8 3TR

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Inspection dates: 12 and 13 March 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Michelle Perrett. This school is part of Excalibur Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Nicky Edmondson, and overseen by a board of trustees, chaired by Toby Watson.

Ofsted has not previously inspected Great Bedwyn Church of England School under section 5 of the Education Act 2005. However, Ofsted previously judged Great Bedwyn Church of England School to be outstanding before it opened as an academy.

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

Pupils flourish at Great Bedwyn Church of England School. They receive an excellent start to their education. Pupils display immense pride in being a part of this school community. They eagerly talk about their learning. The school provides pupils with the 'roots to grow' from the moment they start. Pupils thrive as they develop 'wings to fly' and leave the school well equipped for the challenges of secondary education.

The school is clear that there are no limits or barriers to what pupils can achieve. Staff have high expectations. Pupils live up to these. All pupils progress exceptionally well through the curriculum. Pupils' published test results are high. The school provides many opportunities to help pupils develop character and a strong sense of moral purpose.

Pupils show a thirst for learning. This begins as soon as they start school. Pupils' behaviour is exemplary. They respond well to the high expectations of behaviour, both in the classroom and around the school site. Pupils feel safe. They play happily and harmoniously together at social times. They are focused and respectful. Pupils are polite to each other and to visitors. They celebrate difference and oppose any form of discrimination.

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

The school sits at the heart of the community. The trust, senior leadership team, staff, governors and parents share in the school's vision and direction. The school is determined to find ways to continually improve. There is a collective drive to make the school the best it can possibly be. This ambition ensures that pupils receive an outstanding education.

A love of reading is promoted all around the school and is inspired by the enthusiasm of staff. Reading is prioritised from the moment children start school in early years. There is a strong focus on developing children's communication and language. Pupils get regular opportunities to practise and consolidate their phonics knowledge. Staff use assessment well to check pupils' phonics progress. If pupils fall behind, they receive the support they need to help them catch up quickly. Staff read books to build pupils' vocabulary and develop their understanding of diversity. Pupils develop their reading skills and fluency as they move through the school. Everyone is a reader.

The school's ambitious curriculum meets the needs of all pupils well. The essential knowledge and skills that pupils should learn are clearly identified. This starts in the early years. Subject content is broken down into small steps. There are regular opportunities for pupils to recap on previous learning. The school has created a culture where pupils are resilient and take risks. Mistakes are seen as valuable learning opportunities. Pupils retain their knowledge impressively over the long term. The quality of writing across the curriculum strengthens all pupils' knowledge

and is exceptional in all year groups. For example, pupils in Year 4 write high-quality essays on the impact of climate change on natural resources.

The school helps pupils to make links between the curriculum's essential knowledge. For example, in geography, pupils learn about river features in Year 3. Pupils build on this in Year 4 where they learn about flooding and natural disasters. Pupils' knowledge deepens as they move through the curriculum. In the music curriculum, pupils learn the meaning of musical terms, such as pitch and dynamics, in lower key stage 2. They then apply this knowledge when creating musical compositions in Year 6.

Pupils with special educational needs and/or disabilities (SEND) are accurately identified. Information about how to support these pupils is shared effectively with teachers. Consequently, pupils with SEND make strong progress throughout the curriculum in line with their peers. These pupils participate in all aspects in this very inclusive school.

The school's programme for personal development is exceptional. Pupils make a tangible difference to the lives of others, for example, by serving lunch to local elderly residents. Pupils make a difference to the world around them. They wrote to the local Member of Parliament (MP) about sewage in a local river to highlight the issue. The MP visited the school to find out further details from the pupils to tackle the problem. Pupils 'earn their wings' as they move through a journey of personal development at the school.

Pupils have many meaningful opportunities to develop a sense of responsibility. For example, they take on roles as prefects, voice into action, science ambassadors, eco-councillors and playground buddies. Pupils apply for these roles and are interviewed by the principal. Appointed pupils take these roles seriously, helping them to develop their leadership skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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

<b>Unique reference number</b>	145714
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10298061
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	197
<b>Appropriate authority</b>	Board of trustees
<b>CEO of trust</b>	Nicky Edmondson
<b>Chair of trust</b>	Toby Watson
<b>Principal</b>	Michelle Perrett
<b>Website</b>	<a href="http://www.greatbedwynprimaryschool.co.uk">www.greatbedwynprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Great Bedwyn Church of England School converted to become an academy school in April 2018. It is part of Excalibur Academies Trust.
- Its most recent Section 48 inspection for schools of a religious character took place in March 2018, where it was found to be outstanding.
- The school does not use any 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 principal, senior leaders, special educational needs coordinator and early years leader for the school. Inspectors also met with trust leaders and a range of teaching and support staff.
- The lead inspector held meetings with the chief executive officer for the trust and a representative from the board of trustees.
- The lead inspector met with representatives of the local academy committee.
- 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, geography and music. 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 lead inspector 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 inspectors also evaluated responses to Ofsted's staff and pupil surveys.

### **Inspection team**

Matt Fletcher, lead inspector

His Majesty's Inspector

Nicolle Deighton

Ofsted Inspector

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