

Inspection of Lacock Church of England Primary School

High Street, Lacock, Chippenham, Wiltshire SN15 2LQ

Inspection dates: 8 and 9 May 2024

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

What is it like to attend this school?

Pupils thrive at Lacock Church of England Primary School. 'The Lacock Way' underpins how pupils behave towards one another and staff. Pupils are kind and respectful and enormously proud of their school and community. They say it is like being 'part of a big family'. Pupils' behaviour is exemplary. Bullying and poor behaviour are extremely rare because pastoral care is exceptionally strong. As a result, pupils feel safe and happy, and they enjoy coming to school.

Children in Reception get off to a strong start. The school ensures that pupils at every stage are well-prepared for their next steps. The curriculum is carefully planned and pupils learn effectively most of the time. They are curious and enjoy their learning. Pupils love reading and talking about the books they have read with their teachers.

Pupils' well-being is prioritised. There is a culture of inclusivity, celebration and reflection. Pupils happily learn from their mistakes and enjoy sharing in others' successes. They make a considerable contribution to their school and wider community through fundraising activities and links with the church.

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

The school is ambitious for all pupils. The curriculum has undergone changes in the last few years and is successfully adapted for mixed-age classes. The school has selected challenging and thought-provoking content. As a result, pupils talk with excitement about what they have learned and have highly positive attitudes to school. In the early years, activities are carefully planned to ensure children develop skills in each area of learning. There is a sharp focus on high-quality interactions between staff and children. Every opportunity is taken to develop children's vocabulary and deepen their understanding of the world around them.

The school has identified the most important knowledge it wants pupils to learn in each subject. Pupils make links between prior and current learning. As a result, most pupils remember what they have learned and they want to know more. However, much of this work has happened relatively recently, so it is more secure in some subjects and classes than in others. For example, in some subjects, the school does not yet have a system in place to check what pupils have remembered over time. Most of the time, staff present information clearly to pupils and use appropriate activities. However, subject leaders do not yet know how effectively the curriculum is being delivered across the school.

Pupils enjoy reading a range of books with their teachers, which helps them to learn to write well. Struggling readers, and children at the early stages of reading, read books matched to the sounds they know. Children in the early years learn to read as soon as they start school. They love 'storytime'. They remember the stories they have heard and link these to their wider learning. Author visits and regular independent reading time foster a love of reading in older pupils.

Pupils with special educational needs and/or disabilities (SEND) are accurately identified and well-supported in lessons. Additional adults skilfully help pupils, when appropriate. The school is highly inclusive. For example, staff and pupils have all learned Makaton in order to support pupils with communication difficulties.

Pupils behave well in lessons. They know the rules, and poor behaviour rarely escalates. Pupils, including children in the early years, respect difference. Pupils know how to keep themselves safe on and offline. They learn how to keep physically and mentally healthy. Pupils know the school's values and have a deep understanding of what they mean. For example, many pupils reflect on these in class assemblies by creating 'teaspoon prayers'. Pupils' spiritual and social development is prioritised. The school has recently made changes to the curriculum to ensure pupils develop a deeper understanding of other religions and cultures.

The school provides many opportunities to take part in clubs, trips and visits. Many pupils enjoy participating in sport. The school helps pupils to become active citizens, by supporting charities and raising money to fund projects within the school, such as residential trips.

The school, with the support of governors and the local authority, has made significant improvements since the previous inspection. Relationships between the school and parents are overwhelmingly positive. Staff have been supported to improve the quality of education pupils receive and to use appropriate systems to keep pupils safe and well-cared for.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment is not established in some subjects. As a result, the school does not have an accurate picture of whether all pupils know and remember more and move through the curriculum as intended. The school must ensure that teaching assesses pupils' knowledge and understanding effectively, in a way that is not over burdensome for staff, but shows clearly what pupils have learned and where there are gaps.
- The monitoring of a few areas of the curriculum is not robust. This means that implementation is too variable. When this is the case, the impact of the curriculum is not strong. The school must ensure that subject leaders are supported well to oversee their subject areas so that curriculum implementation is consistently 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 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	126333
Local authority	Wiltshire
Inspection number	10315608
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	68
Appropriate authority	The governing body
Chair of governing body	Stella Sage
Headteacher	Caroline Jackson
Website	www.lacock.wilts.sch.uk
Dates of previous inspection	1 and 2 December 2021, under section 5 of the Education Act 2005

Information about this school

- The school is smaller than the average-sized primary school.
- The school is designated as having a religious character. The school is in the Diocese of Bristol. At the most recent section 48 inspection of the school, carried out in July 2017, the school was judged to be good.
- 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 second 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.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector also looked at pupils' writing and work in the history curriculum.
- The lead inspector analysed 41 responses to Ofsted's online survey, Ofsted Parent View.
- The lead inspector also considered the responses of staff to Ofsted's online survey.
- Inspectors spoke with groups of pupils.
- To evaluate the effectiveness of safeguarding, the inspector: 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 lead inspector met with the headteacher to discuss how pupils with SEND are identified and supported.
- The lead inspector also met with leaders to discuss the personal development and behaviour of pupils.

Inspection team

Victoria Griffin, lead inspector

His Majesty's Inspector

Hilary Goddard

Ofsted Inspector

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