

Inspection of Zouch Academy

Wavell Road, Tidworth, Hampshire SP9 7JF

Inspection dates: 4 and 5 June 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

The headteacher of this school is Nina Johnson. This school is part of The White Horse Federation, which means other people in the trust also have responsibility for running the school. The trust is run by the interim chief executive officer, Simon Cowley, and overseen by a board of trustees, chaired by Ninna Gibson.

What is it like to attend this school?

Pupils flourish at Zouch Academy. They are proud to belong to this exceptional community. Staff have the highest aspiration for every pupil. The school's values shine through the daily interactions between pupils and adults. Parents are unwavering in their support for the school. They appreciate the care and help the school provides.

Children in Nursery receive an excellent start to their education. Adults have high expectations of all children and they respond exceptionally well to these. Children understand and follow the daily routines well. The culture of positive behaviour permeates the school. Many pupils join the school mid-year. They quickly adopt the school's high expectations and settle extremely well. This makes for a harmonious and safe place in which to learn.

The pastoral support the school provides for pupils and their families is exceptional. The school builds positive relationships with pupils and families as a matter of priority when they join. This supports them to feel part of the school family.

Pupils and adults' well-being is at the core of the curriculum. The 'kind minds' focus helps pupils to develop a breadth of strategies to look after their mental health and well-being.

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

The school, supported by the trust, leaves no stone unturned to find ways to refine the excellent provision. Nothing is left to chance. Many pupils join Zouch Academy at different points throughout the year and cohorts change regularly. In addition, the proportion of pupils with special educational needs and or/disabilities (SEND) is high. The high levels of mobility are effectively managed by the school. They make sure that during the time pupils are on roll, they make strong progress and succeed. However, the quality of education pupils currently receive is not reflective of the school's published outcomes. This is because many pupils attend Zouch Academy for only part of their primary education, which impacts the published data.

The broad and ambitious curriculum begins in Nursery, where strong foundations for future learning are laid. The school has set out the knowledge and skills pupils need to learn. Adults check pupils' understanding and address any gaps. For example, 'MOT' lessons in mathematics remedy misconceptions and support pupils to develop a secure understanding of number. This helps pupils to solve more complex problems.

The school is equally ambitious for pupils with SEND. Effective systems for identification mean these pupils receive the additional support they need. As a result, pupils with SEND progress exceptionally well through the curriculum from their starting points.

The school has created a strong culture of reading. Children in the early years enjoy listening to stories and singing rhymes. The purposeful interactions between adults and children support the development of language and communication. Children learn phonics as soon as they join the school. Staff are experts in the delivery of high-quality phonics lessons which support pupils to learn to read well. The school uses assessment information meticulously to identify pupils at risk of falling behind. Adults act quickly to provide the extra help they need. Older pupils talk animatedly about the book 'vending machine'. This motivates them to read at home. The books set out in the reading curriculum broaden pupils' understanding of diversity and culture.

Wider curriculum subjects have as much of a priority as English and mathematics. The art and design curriculum supports pupils to develop a deep understanding of a broad range of artists and the techniques they use in their work. For example, pupils enthusiastically recall a recent project about Kevork Mourad and monotype printing. The work they produce is of a remarkable standard and pupils are extremely proud of their achievements.

Pupils' attitudes to learning are excellent. They move around the school in a calm and orderly way. Adults support pupils with kindness and encouragement. From Nursery Year onwards, children listen with respect towards one another and adults. Pupils are well mannered and polite. They welcome visitors to the school with a smile.

The school provides many opportunities for pupils to develop a sense of responsibility. Head and deputy head boys and girls, alongside the school council, play a key role in influencing decisions to move the school forward.

The school's programme for personal development is exceptional. The 'inner' curriculum supports pupils to develop as happy, confident and well-rounded individuals. Equality and acceptance are at the heart of the school. Pupils have a mature understanding of the protected characteristics. They are adamant that everybody is treated fairly and with respect. They know school counsellors are there to help them if they struggle. Many pupils have a parent serving overseas. The 'bluey' club provides comfort and support. Pupils appreciate this and say it helps them to 'get worries off their mind'.

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

Unique reference number	140685
Local authority	Wiltshire
Inspection number	10322284
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	403
Appropriate authority	Board of trustees
Chair of trust	Ninna Gibson
CEO	Simon Cowley
Headteacher	Nina Johnson
Website	www.zouch-academy.twhf.org.uk
Dates of previous inspection	28 and 29 March 2023, under section 8 of the Education Act 2005

Information about this school

- The school is part of the White Horse Federation multi-academy trust.
- The school's nursery takes children from three years of age.
- The school has a breakfast and after-school club.
- The school uses two unregistered alternative provisions.

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.

- Inspectors discussed any continued 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, geography and computing. For each deep dive, inspectors 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.
- Inspectors also discussed the curriculum in some other subjects, including art and design and technology.
- 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.
- Inspectors held meetings with the interim chief executive officer, representatives from the trust board and local governing committee, the headteacher, deputy headteacher, special educational needs coordinator, inclusion manager, teaching staff and pupils.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- The inspectors considered responses to the Ofsted online survey for parents, Ofsted Parent View, and the free-text comments, as well as the staff and pupil surveys.

Inspection team

Wendy D'Arcy, lead inspector	His Majesty's Inspector
Katharine Anstey	Ofsted Inspector
Laura Bennett	Ofsted Inspector

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