Inspection of Dauntsey Academy Primary School

Sandfield, West Lavington, Devizes, Wiltshire SN10 4HY

Inspection dates:	7 and 8 May 2025
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Good

The headteacher of this school is Philippa Winbolt. This school is part of Equa Mead Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paul Skipp, and overseen by a board of trustees, chaired by Roger Townsend.

What is it like to attend this school?

Pupils thrive at this caring and inclusive school. The 'DAPS way' sits at the heart of school life. Through this, pupils learn the importance of kindness and respect. The school is a harmonious place. Pupils develop warm and supportive relationships with school staff. They feel safe and are confident that staff will listen if they have any concerns.

The school has high expectations for pupils' academic and personal development. Most pupils achieve well. The rules of 'ready, respectful and safe' underpin pupils' good behaviour. Children in the early years quickly learn the school's routines. They enjoy their learning and relish new challenges. Across the school, pupils work hard in lessons. They are polite and considerate towards adults and each other.

The school provides memorable experiences that motivate and inspire pupils. Pupils enjoy learning in the school's large woodlands. The many extra-curricular clubs on offer develop their interests. Visits such as an overnight stay in a local museum bring the curriculum to life. Pupils are proud of their leadership roles. They are keen to become buddies for younger pupils or to look after the school's goats, for example. This prepares them well to become responsible citizens.

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

The school's high aspiration for all pupils is reflected in its curriculum. The curriculum sets out clearly what pupils will learn in a logical order. Pupils learn ambitious subject-specific vocabulary, which they use to explain their learning. The curriculum helps pupils make links across subjects. For example, older pupils use their scientific knowledge to help them understand challenging texts in their reading lessons.

The school identifies the additional needs of pupils with special educational needs and/or disabilities (SEND) effectively. Staff use this knowledge to address barriers to pupils' learning. Pupils are given the support that they need to learn successfully alongside their peers.

The school and trust make sure that teachers have strong subject knowledge. Teachers present new information clearly. Pupils recall their prior learning to build on what they know and can do. Learning is broken down into manageable tasks. Teachers ask probing questions to check pupils' understanding. They use their checks to adjust the curriculum when necessary. However, this approach is still developing. On occasion, the work pupils complete can be too easy or too difficult. This impacts how well some pupils learn in a few subjects.

Pupils enjoy reading. This begins in early years, where children engage with many stories and songs. Older pupils recall a range of books and authors they have enjoyed. They deepen their understanding of texts, for example by discussing authors' word choices. Pupils enjoy the school's book corners and library. Books are regularly refreshed so there is something for everyone. Staff teach phonics lessons well. They make close checks on the sounds pupils know. The school identifies pupils who need extra help to catch up.

However, a small number of pupils do not have sufficient opportunities to practise the new sounds they have learned. This slows their progress in becoming fluent readers.

The early years provision prepares children well for the next stage. The curriculum prioritises children's language and communication. Children practise new learning in the well-thought-out activities that staff provide. For instance, children describe how the seeds they plant need 'water, soil, moisture and warmth' to grow. Children learn to share resources and to solve problems with their peers. Staff are quick to identify, and provide, any extra help that pupils need to be successful.

Pupils conduct themselves well around the school site, and at breaktimes. In lessons, pupils are attentive and follow instructions swiftly. Pupils who struggle with their behaviour receive effective support to make positive choices. Pupils attend well. The school supports families when attendance dips below their expectations. Expert pastoral care is provided for pupils who need it.

Pupils are well prepared for life in modern Britain. They recognise and celebrate diversity. Pupils develop an age-appropriate knowledge of relationships and how to keep themselves healthy. The school develops pupils' character well. There are many opportunities to take on extra responsibilities, such as the roles of prefect and school councillor. Pupils support their school and local community. They have hosted a 'grandparents tea' and raised funds for new school equipment.

The trust and local governing body support and challenge the school ably. They work with school leaders to provide the best for every pupil. Staff are proud to work at the school. They appreciate leaders' actions to support their workload and well-being. Parents appreciate the school's many enrichment opportunities and its nurturing ethos.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of pupils who have fallen behind their peers in relation to the fluency of their reading, do not have sufficient opportunities to practise and apply their skills. This slows the pace at which they catch up with their peers. The school should make sure that pupils at the early stages of learning to read receive the support that they need to become fluent, confident readers.
- Occasionally, the work teachers provide for some pupils is not matched closely enough to what they know and can do. Some pupils do not receive extra help when they need it. Others are not provided with the demanding work they need to deepen their learning. The school should ensure that teachers develop their skills to adapt the curriculum so that pupils build on what they know successfully.

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	139980
Local authority	Wiltshire
Inspection number	10378940
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	Board of trustees
Chair of trust	Roger Townsend
CEO of the trust	Paul Skipp
Headteacher	Philippa Winbolt
Website	www.daps.wilts.sch.uk
Dates of previous inspection	3 and 4 March 2020, under section 8 of the Education Act 2005

Information about this school

- The school makes use of one unregistered alternative provider.
- The school runs a breakfast and after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- Inspectors held discussions with the headteacher, deputy headteacher, the special educational needs and disabilities coordinator, groups of staff and pupils.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspectors 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 lead inspector listened to some pupils from Years 1, 2 and 3 read to a member of staff.
- Inspectors reviewed workbooks and spoke with pupils about their learning in geography, design and technology, science and art.
- The lead inspector met with the chair and members of the local governing body.
- To evaluate the effectiveness of safeguarding, the lead 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 inspector considered responses to Ofsted Parent View, including the free-text comments. The inspector also considered responses to Ofsted's online staff survey.

Inspection team

Claire Mirams, lead inspector	Ofsted Inspector
Julie Fox	Ofsted Inspector

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