

Inspection of Durrington All Saints Church of England Voluntary Controlled Infants' School

School Road, Durrington, Salisbury, Wiltshire SP4 8HJ

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| Inspection dates: | 17 and 18 June 2025 |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Not previously inspected under section 5 of the Education Act 2005 |

The headteacher of this school is Rachel Hipkin-Fox. This school is part of the Acorn Education 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), Sara Edwards, and overseen by a board of trustees, chaired by David Middleton.

What is it like to attend this school?

Pupils love their school. Each morning, kind and caring staff greet pupils with a smile. Pupils feel safe because of the positive relationships that they have with adults. Parents and carers appreciate the close links that exist and the opportunities to attend the celebration assemblies and special events that the school hosts.

Staff have unwavering high expectations of all pupils. Pupils understand and meet these expectations. During learning time, they work hard and achieve well.

From Reception Year onwards, most children follow the routines that are in place and show positive attitudes to learning. Movement around the school is orderly and calm. Pupils are polite and respectful towards each other, staff and visitors. They describe love, kindness and respect as important 'ingredients' that make a good friend.

Pupils enjoy the trips and visits that the school offers. These opportunities enhance the curriculum and bring learning to life for pupils. Pupils enjoy the broad range of extra-curricular activities. These include a trip to Salisbury Cathedral, where pupils make clay pots, or a visit to a local safari park, where they learn about different animals. The school ensures that all pupils benefit from these experiences.

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

Since the last inspection, the school has developed an ambitious and well-sequenced curriculum. It has identified precisely what it wants pupils to learn and when. This begins in Reception Year, where children are curious and inquisitive about their learning. For example, children explore how to make numbers to five. As pupils move into key stage 1, their knowledge of number supports them to add amounts of money.

Adaptations to learning for pupils with special educational needs and/or disabilities (SEND) support them to learn alongside their peers and succeed. However, the school's writing curriculum does not support all pupils to form letters correctly and construct grammatically accurate sentences. Some pupils write at length before securing the foundational knowledge that they need. This hinders their progress in writing.

Reading is a high priority. Children enjoy listening to a wide range of stories with morals and meanings. For example, children in Reception Year confidently explain the moral in the story of Zacchaeus. Older pupils enjoy daily story time. They know that reading is an important life skill. As soon as children join in Reception Year, they learn to recognise letters and sounds. Staff are experts in the delivery of phonics lessons. Staff quickly spot pupils who are at risk of falling behind. Pupils receive the support that they need to catch up quickly.

The support for pupils with SEND reflects the school's inclusive ethos. The school accurately identifies pupils with SEND. It ensures that every pupil has the provision they need to access the curriculum. Recent training and professional development support staff to tailor learning to meet the needs of pupils with SEND effectively.

In the wider curriculum, beyond reading, pupils complete work that supports them to remember and learn important knowledge. For example, pupils can make comparisons between now and the past when comparing Victorian schools with their own. They have a secure understanding of chronology. However, at times, teachers do not give pupils tasks that help them to deepen their understanding. This prevents some pupils from developing a depth of knowledge across the wider curriculum.

Attendance is a high priority for the school. It has established a strong culture of 'belonging'. Effective systems to monitor attendance support pupils to attend well. Where necessary, pupils and families receive additional help to improve attendance.

Pupils are eager to learn. They contribute confidently to class discussions. In Reception Year, children develop resilience and problem-solving skills, which supports them to tackle more complex learning as they progress through the school. Most pupils follow the classroom routines. This creates a positive and productive learning environment.

Pupils are well prepared for the next stage of their education. The school carefully structures the transition from the infant school to the juniors. There is a strong focus on pupils' personal development. Pupils talk confidently about fundamental British values. They understand the importance of tolerance and mutual respect. The school plans opportunities for pupils to develop leadership skills. School council members, 'playpod' leaders and school librarians are very proud of the roles they hold. They know that their voice can influence change.

The school, supported by the trust, has worked tirelessly to improve the quality of education and provision for pupils. Trustees and academy councillors routinely hold the school to account. Staff feel well supported to manage their workload. They are proud to be part of the team.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum does not support pupils to secure some aspects of transcription skills that they need to develop fluency in writing, such as accurate letter formation and constructing a simple sentence. As a result, some pupils struggle to write fluently and accurately. The school should ensure that the curriculum supports pupils to secure the important foundational knowledge before moving on to more complex tasks.
- In some areas of the wider curriculum, learning activities do not support pupils to develop a sufficient depth of understanding. As a result, some pupils do not deepen their knowledge across the curriculum. The school needs to ensure that activities

enable all pupils to develop a deeper understanding of the curriculum content they are learning.

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

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| Unique reference number | 143004 |
| Local authority | Wiltshire |
| Inspection number | 10378954 |
| Type of school | Infant |
| School category | Academy converter |
| Age range of pupils | 5 to 7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 103 |
| Appropriate authority | Board of trustees |
| Chair of trust | David Middleton |
| CEO of the trust | Sara Edwards |
| Headteacher | Rachel Hipkin-Fox |
| Website | www.durringtoninfantschool.org.uk |
| Date of previous inspection | 16 May 2024, under section 8 of the Education Act 2005 |

Information about this school

- The school is part of the Acorn Education Trust.
- The headteacher took up the substantive post in January 2025.
- The school is part of the Diocese of Salisbury. The most recent section 48 inspection took place in March 2019.
- The school runs a before-school club for pupils who attend the school.
- 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. 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.
- 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: English, mathematics and history. 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.
- 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 lead inspector listened to pupils from Reception Year, Year 1 and Year 2 read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtime and breaktimes. In addition, the inspectors met with pupils formally and informally to hear their views.
- Inspectors considered responses to Ofsted's online survey for parents, Ofsted Parent View, including free-text responses.

Inspection team

Wendy D'Arcy, lead inspector

His Majesty's Inspector

Helen Springett

Ofsted Inspector

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