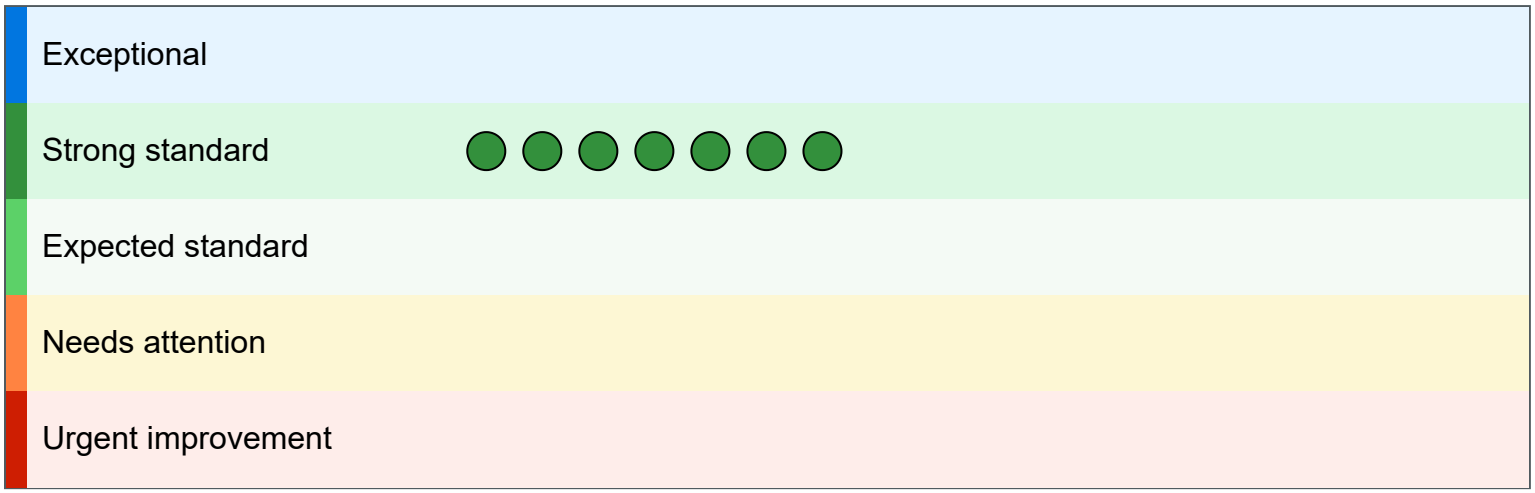
St Michael's CofE Aided Primary

Address: Back Lane, Aldbourne, Marlborough, Wiltshire, SN8 2BP

Unique reference number (URN): 126392

Inspection report: 30 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Across the curriculum, pupils secure the important knowledge and skills they need to be very successful and move on to their next stages of education. Their depth of knowledge is evidenced in published outcomes. By the end of key stage 2, pupils achieve highly compared to their peers in national tests. Pupils with special educational needs and/or disabilities and those who are disadvantaged make very positive progress from their starting points.

Pupils apply subject specific vocabulary accurately. Pupils' work across the curriculum demonstrates a clear development in depth, organisation and independence. Their wider knowledge, such as of history and geography, evidences a deep understanding of subject content. For example, pupils confidently explain the human and physical features of Shanghai. They discuss and understand the size and significance of its population. Pupils flourish academically and personally. They demonstrate a genuine curiosity about their learning. Pupils engage enthusiastically with new knowledge.

Attendance and behaviour

Strong standard

Pupils attend regularly, including those with special educational needs and/or disabilities and those who are disadvantaged. This is reflected in whole-school attendance figures which exceed national averages. Leaders communicate clear, consistent attendance expectations to pupils and parents. They pay close attention to every element of the school’s work to make sure that the school is a place that pupils want to attend. Leaders track pupils' attendance closely, analysing patterns carefully. They act quickly when concerns arise. Leaders work creatively with families and external agencies to support pupils to build positive attendance habits.

Staff consistently apply the school's high expectations of pupils' behaviour. Pupils’ behaviour is impressive. Throughout the school, pupils are kind, thoughtful and well-mannered. A culture of respect is embedded into school life. Pupils pay close attention in class. They consistently display highly positive attitudes towards their learning. Pupils conduct themselves calmly and purposefully when walking around school. This creates an environment where all pupils learn and feel safe. Staff rarely need to remind pupils how to behave because high expectations are established. Staff make appropriate adjustments for pupils with special educational needs and/or disabilities. Any rare instances of unkind behaviour are dealt with quickly and effectively. Bullying and discrimination are not tolerated.

Curriculum and teaching

Strong standard

Leaders have expertly designed an ambitious curriculum that enables pupils to build knowledge and skills sequentially and cumulatively. The curriculum prioritises accurate and fluent word reading, spelling, handwriting and mathematics. Leaders have astutely refined their approach over time. They have ensured their work is based on an evidence-informed understanding of how pupils learn. Consequently, pupils learn with increasing confidence, accuracy and independence. They achieve very successfully across the curriculum.

Leaders have an accurate view of the quality of teaching. Teachers are highly knowledgeable. They make very effective choices about what to teach, and when and how to teach it, in the context of the subject and pupils' needs. Teachers adapt their lessons to ensure all pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, secure the knowledge and skills they need. Very occasionally, assessment practices do not identify precisely the extent to which pupils have secured their learning. On these rare occasions, misconceptions are slower to be addressed. Having said that, teachers explain ideas clearly and model responses effectively. Pupils build incrementally on previous learning through frequent opportunities to recap and revisit important knowledge.

Pupils are taught to read well and quickly progress to reading more challenging texts. Staff read high-quality texts which excite pupils and develop a love of reading. Across all subjects, staff use effective strategies to check on pupils' understanding. They provide timely support and guidance to address any misconceptions. The school places a sharp focus on enhancing pupils' oracy to ensure they can articulate their learning. This work is very successful and pupils speak confidently and knowledgeably about what they know.

Early years

Strong standard

Staff quickly get to know children and their families. This supports children, including those with special educational needs and/or disabilities and those who are disadvantaged, to settle smoothly and securely into daily school life. Children enjoy extremely warm and nurturing relationships with staff. They flourish both academically and emotionally.

Highly trained staff use their wealth of experience and knowledge to expertly teach the curriculum. Leaders rightly prioritise the development of early reading, writing and mathematics skills across all areas of learning. Staff swiftly identify any children with barriers to their learning. They ensure children receive the support they need to progress well from their starting points. Leaders ensure children develop their language through rich conversations and targeted support. Leaders consistently utilise every opportunity to develop children's knowledge. They consistently extend children's vocabulary and thinking skills. Consequently, children can explain their understanding clearly. They enjoy joining in with well-known songs and rhymes. Through these opportunities, children learn and remember important concepts and vocabulary.

Leaders ensure that the outdoor environment is an exciting space where children investigate and develop their learning through play. Children demonstrate high levels of creativity. For example, they work with impressive collaboration to design spaces and engage in imaginative play. Children consistently secure the important knowledge they need to be well prepared for Year 1 and beyond.

Inclusion

Strong standard

Leaders are highly aspirational for all pupils. They are focused on ensuring that pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, receive the support they need to succeed. Leaders use detailed information to quickly identify and address barriers to pupils' learning. They ensure that staff have the expertise they need to secure pupils' personalised support.

Leaders rigorously check that pupils are making the progress that has been identified for them. They step in without delay when pupils need extra help. Leaders work closely with parents. They forge highly positive relationships with external services and alternative provision. They ensure pupils receive the tailored support they need. Consequently, pupils make remarkable progress from their starting points.

Support for pupils' emotional development is noteworthy. Pupils receive precise and highly effective support to manage and express their feelings. For example, leaders have introduced a gentle, flexible start to the day for those pupils who need additional support to settle. This helps pupils feel emotionally safe and ready to learn.

Leaders consider carefully the best way to use additional funding to meet the needs of disadvantaged pupils. They make intelligent decisions based on their comprehensive knowledge of what works.

Leadership and governance

Strong standard

Leaders across the school share a deep sense of pride in the way that they welcome and support all pupils. They have a deep and accurate understanding of the school. Leaders are clear about the school's strengths and have accurately identified areas to develop. They are highly effective in their determination to deliver their strategic vision for all pupils. Pupils are at the centre of any decision that leaders make. Pupils' best interests always come first.

The school sits at the heart of the local community. Leaders and staff build and maintain very positive relationships with parents. Parents rightly hold the school in high regard. They value the high levels of support and care their children receive and are overwhelmingly positive about their experiences. Staff are extremely proud to work at the school. They appreciate the way that leaders support them and look after their wellbeing. Staff value the opportunity to develop their expertise through high-quality, tailored professional development.

Governors are highly knowledgeable. They ensure that leaders have a clarity of purpose. They expertly hold leaders to account for the difference the school is making to pupils' lives. They are sharply focused on school improvement. Governors offer intelligent support and provide robust challenge for leaders. They review the school's work and ask questions that probe leaders' actions. Governors check that the school is prioritising an inclusive culture where every pupil experiences success. They ensure pupils leave the school with the skills and knowledge they need to flourish.

Personal development and wellbeing

Strong standard

Leaders' detailed plans for pupils' personal development and wellbeing complements and enhances the school's academic offer. It has been systematically curated to meet the needs of pupils. As a result, pupils actively engage with learning that is relevant, meaningful and closely connected to their lives. This helps them to develop the knowledge, understanding and confidence they need to thrive within and beyond the school community. Pupils build resilience through taking part in sporting events and performing in front of a range of audiences. Residential visits support pupils to take risks in a safe environment.

The school is at the heart of the local community. Pupils make regular visits to the residents of a local care home and actively participate in church services. Through these opportunities, pupils develop a sense of belonging and understand the value of service to others. Pupils benefit from a well-established personal, social, health education provision. They learn how to keep themselves safe in situations online and offline. Pupils understand the characteristics of a healthy relationship. They know what to do if someone makes them feel uncomfortable. The school's pastoral offer is impressive. Pupils know how to keep themselves healthy, both physically and mentally. They recognise the importance of sleep, oral hygiene and a balanced diet. Opportunities for leadership are abundant. Pupils are proud of their responsibilities and take them seriously. Leaders ensure pupils develop a secure economic understanding through the 'Five pound challenge'. Pupils talk knowledgably about profit, loss and managing a budget.

Throughout the year the school provides carefully timetabled events to help pupils to see the world through the lives of others. Pupils fully understand the importance of respecting differences and treating everyone fairly. They know the importance of fundamental British values. Pupils enjoy learning about what's happening around the world in, 'Newsday Tuesday'. They are highly knowledgeable about national and world events.

What it's like to be a pupil at this school

The school is a happy place to learn. It sits at the heart of the local community. There are warm relationships between pupils and staff. Pupils attend regularly and their positive attitudes to education are obvious. A real spirit of joyful industry runs through the school. Pupils enjoy their learning and achieve very well. They show determination and perseverance. Pupils collaborate highly effectively together to learn from each other. By the time that they leave, pupils are fully ready to continue learning at their next school.

Pupils behave impeccably. They are considerate and confident. The school is abuzz with learning. Pupils live out the school's distinctive vision in the warm friendships they make. They know that they belong and are accepted for who they are. Bullying is extremely rare. Pupils feel safe in school. They have the skills they need to resolve any friendship issues. Nevertheless, pupils know staff will help them if they have any worries. Breaktimes and lunchtimes are harmonious. Pupils enjoy rich opportunities to be creative, collaborative and active in their outdoor play.

Pupils take pride in the responsibilities they hold and play an active part in their school. For example, older pupils develop a sense of responsibility through their role as 'buddies' for younger children. Pupils thrive and enjoy rich experiences and build their confidence at this school. They look forward to events on the school calendar, such as the annual parent and pupil visit to a local farming estate.

Pupils participate in a wide range of clubs and opportunities which develop their talents and interests. They engage enthusiastically in activities, including art and cricket. Parents and

carers are deeply appreciative of the school's work to care for and educate their children. They routinely identify how happy their children are to come to school.

Next steps

- Leaders should continue to ensure that assessment is used to identify how successfully pupils with barriers to their learning have secured important knowledge and skills, so that this can be used to inform future planning.

About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher and the wider senior leadership team during the inspection. The lead inspector also spoke with the chair of governors and other governors, a representative of the Diocese of Salisbury and the local authority school effectiveness advisor.

This school is registered as having a Church of England religious character. It is in the Diocese of Salisbury. Its last section 48 inspection was in May 2024.

The school currently makes use of 5 alternative provisions, including 5 that are unregistered.

Headteacher: Ben Everitt

Lead inspector:
Liz Geller, His Majesty's Inspector

Team inspectors:
Helen Springett, Ofsted Inspector
Lois Smith, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 30 June 2026

School and pupil context

Total pupils

193
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

12.95%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.11%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

5.70%

Well below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	61%	Above
2024/25 (final)	85%	62%	Above
2023/24 (final)	79%	61%	Above
2022/23 (final)	59%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	74%	Above
2024/25 (final)	91%	75%	Above
2023/24 (final)	90%	74%	Above
2022/23 (final)	67%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	72%	Above
2024/25 (final)	88%	72%	Above
2023/24 (final)	79%	72%	Above
2022/23 (final)	74%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	90%	73%	Above
2024/25 (final)	97%	74%	Above
2023/24 (final)	93%	73%	Above
2022/23 (final)	78%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	36%	46%	Below
2024/25 (final)	50%	47%	Close to average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (final)	83%	63%	Above
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	36%	59%	Below
2024/25 (final)	50%	59%	Close to average
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	60%	Above
2024/25 (final)	100%	61%	Above
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	36%	68%	-31 pp
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	64%	80%	-16 pp
2024/25 (final)	83%	81%	3 pp
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	36%	78%	-41 pp
2024/25 (final)	50%	78%	-28 pp
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	82%	80%	2 pp
2024/25 (final)	100%	81%	19 pp
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.7%	5.2%	Below
2023/24 (3 term)	4.4%	5.5%	Below
2022/23 (3 term)	5.8%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.7%	13.0%	Below
2023/24 (3 term)	7.9%	14.6%	Below
2022/23 (3 term)	11.8%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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