

Inspection of Woodborough Church of England Primary School

Broad Street, Pewsey, Wiltshire SN9 5PL

Inspection dates: 3 and 4 July 2023

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

What is it like to attend this school?

Pupils are happy and safe. They enjoy warm and respectful relationships with each other and with staff. Pupils and staff speak of the 'Woodborough magic', which binds the school community together. Parents speak exceptionally highly of the school. They recognise and appreciate the strong, shared values that lie at the heart of the school's ambition for all pupils.

Leaders have high expectations for pupils' achievement. The youngest children get off to a flying start. Through skilful teaching, they quickly learn to read and write. Leaders ensure that there is a sharp focus on developing children's language and communication skills in the Reception Year. This prepares children exceptionally well for Year 1 and beyond.

Pupils behave well. They seldom need reminders about their conduct. Unkind words and actions are rare. Pupils and parents share confidence that staff will resolve any problems promptly.

Pupils enjoy opportunities to learn and develop beyond the academic curriculum. They relish contributing to the local community through, for example, 'service days'. Older pupils enjoy looking after younger 'oaklings' when they join the school. Pupils of all ages feel that staff listen to them. For example, they appreciated choosing the colours of roses planted around the school site.

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

Leaders have a clear vision about how to provide a high quality of education. Governors and trustees share leaders' vision and values. They provide highly focused and intelligent support and challenge to leaders. Together, they have overcome some challenging circumstances and ensured that the school has maintained and strengthened its effectiveness.

Through purposeful action, leaders have enhanced the quality of the curriculum. In most subjects, leaders have identified precisely the knowledge and skills pupils need to learn. Where this is the case, pupils build their learning well on what they already know and can do. In mathematics, for example, pupils apply their knowledge of mathematical methods to solve problems confidently. This builds on the strong understanding of number that children gain in the Reception Year.

Teaching presents information clearly to pupils and checks how well they are learning it. Consequently, it quickly identifies and remedies any misconceptions pupils have. Teaching is adapted effectively for pupils with special educational needs and/or disabilities. Leaders ensure that pupils' needs are identified accurately and that teachers have the information they need to meet these.

Reading is a priority from the moment pupils join the school. Pupils quickly learn the sounds they need to read accurately. Highly effective teaching and carefully chosen books build pupils' reading fluency and confidence. Pupils who need extra help receive this straight away.

In the Reception Year, pupils know some stories and rhymes well. This cultivates an early appreciation of reading. Older pupils go on to read a broad range of texts, from poetry to non-fiction books. Leaders have thoughtfully selected books to broaden pupils' understanding of difference and diversity. Pupils are eager to win books from the reading 'vending machine', and they share their love of reading.

The school has a calm and orderly atmosphere. Pupils of all ages eagerly follow routines and have positive attitudes to learning. The youngest children sustain their concentration particularly well throughout the school day.

Leaders have devised an effective personal, social and health education curriculum. Pupils learn about healthy relationships in ways appropriate to their age. They learn how to look after their physical well-being, such as through healthy eating and exercise. Many enjoy the 'golden mile' each morning in the summer. Children in the Reception Year learn how to confidently express how they feel.

Pupils learn about important issues, such as democracy, when, for example, they vote to choose class books and class representatives. Older pupils are proud to take on leadership roles. For example, some are 'executive' members on the school council, with roles such as chair and treasurer. Others enjoy positions such as 'e-cadets' and 'house captains.'

Pupils enjoy a range of clubs and activities that nurture their talents and interests. They participate enthusiastically in sporting and musical activities and clubs, such as cooking and pottery. Pupils enjoy residential trips. Leaders ensure that there are no barriers to pupils taking part in these opportunities.

Staff are proud to work at the school. They speak exceptionally highly of the quality of leadership and support for their well-being. Staff receive useful professional development, which enhances their expertise.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a strong understanding of the school's safeguarding context. They adapt their curriculum to teach pupils how to keep safe, including when online. For example, pupils learn about road safety and first aid. Pupils feel safe and say there is an adult they can speak to if they are worried.

Leaders provide staff with useful training. They check routinely that staff know how and when to report concerns about children. Leaders make referrals to safeguarding partners when required and work effectively with external agencies. This helps to

protect children. There is appropriate policy and practice in relation to the safe management of staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not identified the key knowledge that pupils need to learn and by when. This means that pupils do not gain the same depth of understanding as they do in other subjects. Leaders should ensure that they identify the essential knowledge that pupils need to learn in all subjects.

How can I feed back my views?

You can use 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	146881
Local authority	Wiltshire
Inspection number	10268489
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	167
Appropriate authority	Board of trustees
Chair of trust	Roger Townsend
Headteacher	Sarah Brewis
Website	www.woodboroughschool.org
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the EQUA multi-academy trust.
- The school experienced a significant fire in September 2021.
- The school is a Church of England school and is part of the Diocese of Salisbury. The school received its last section 48 inspection in March 2018.
- The school uses two unregistered alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, members of the senior leadership team, curriculum leaders, members of the local governing body and representatives from the board of trustees.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, looked at curriculum planning, visited a sample of lessons, spoke with teachers and support staff, spoke with some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the lead inspector scrutinised the single central record of adults working in the school. The lead inspector met with the designated safeguarding lead and examined the school's safeguarding records. Inspectors also spoke with a range of pupils and staff about safeguarding.
- Inspectors considered the responses to Ofsted's online survey, Parent View, including free-text comments. Inspectors also considered the responses to Ofsted's online staff survey and to Ofsted's online pupil survey.

Inspection team

James Oldham, lead inspector

His Majesty's Inspector

Steve Smith

Ofsted Inspector

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