

# Inspection of Staverton Church of England Voluntary Controlled Primary School

School Lane, Staverton, Trowbridge, Wiltshire BA14 6NZ

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Inspection dates: 10 and 11 December 2024

|                           |                      |
|---------------------------|----------------------|
| The quality of education  | <b>Good</b>          |
| Behaviour and attitudes   | <b>Good</b>          |
| Personal development      | <b>Good</b>          |
| Leadership and management | <b>Good</b>          |
| Early years provision     | <b>Outstanding</b>   |
| Previous inspection grade | Requires improvement |

## What is it like to attend this school?

Staverton Church of England School is a community where pupils and their families are welcomed. The school is ambitious for all pupils to achieve well and increasingly they do so. Pupils are proud of their school and trust adults to help them to resolve their worries. Parents recognise the improvements that have been made at the school and are keen to support with its ongoing work.

The school has high expectations for behaviour. Pupils are clear about the school rules and understand why they are important. On the rare occasion that behaviour is not acceptable there are clear consequences. Pupils then receive the support that they need to learn from the mistake and improve their behaviour. Consequently, the school is calm and pupils learn without disruption.

A love of reading is at the heart of the school. Stories are used to help pupils learn about the school values and consider their own spirituality. Pupils are enthusiastic talking about the books that they are reading. Events, such as author visits and trips to museums, further help to bring the curriculum to life. Older pupils are role models for younger pupils. They take on additional responsibilities to help adults make the school a better place.

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

Pupils begin to learn to read from the moment they join the school in Reception. Adults are highly skilled at supporting early readers. Pupils read books that match the sounds that they know so that they increase their accuracy and fluency. The school provides support for pupils who need additional help to catch up or keep up with their peers. Reading stories provides inspiration for writing. They light pupils' imagination to both retell and craft their own stories for others to share.

The school has reviewed and enhanced the curriculum to ensure that pupils from Reception to Year 6 build their knowledge and understanding. Each subject has set out the important knowledge and vocabulary that pupils should learn. This includes teaching about what makes each subject unique. Pupils are confident to talk about their learning. For example, explaining the skills they have learned in physical education to help keep themselves healthy. The school has systems to check what pupils know and can do. However, this information is not always used to help improve the curriculum and adapt teaching. As a result, some of the gaps in pupils' understanding or misconceptions remain.

The school swiftly identifies pupils with special educational needs and/or disabilities. This includes a very comprehensive review of children's individual learning needs while in Reception. 'The Nest' also provides additional support for pupils' well-being. The school knows pupils well as individuals and, as a result, they are well supported to learn the curriculum.

Continuing to raise attendance is a priority for the school. The school is working proactively with pupils and their families to remove barriers that prevent them attending well. For example, the breakfast club is helping pupils to get ready for the day.

The personal development provision has been designed to prepare pupils for adult life in a multicultural country. Pupils learn how to keep themselves safe, including online. Pupils have a strong sense of what makes relationships healthy. They understand how to be a good friend and be respectful of others. This means that bullying is rare and never tolerated. From Reception, children learn about how to work with others collaboratively, reinforcing the community feel of the school.

Pupils enjoy the range of clubs offered, participating in activities such as craft club and golf. School performances, such as the annual nativity, develop pupils' talents. The school enrich the curriculum with guests and visits. Pupils are proud of the artwork produced in collaboration with a visiting artist. It is displayed for all to enjoy.

In Reception, exceptionally well-designed activities are used to develop children's views of the world. The adults continually model high-quality speech and language, so that children quickly develop their communication skills. Children show particularly high levels of independence and resilience with their learning.

Leaders recognise that there has been a period of significant change. Throughout this time, they have been considerate of the workload and well-being of staff. There are many areas of school where improvements can be seen, such as the conduct of pupils. However, at times the school has not been clear about what the intended impact is of changes that have been made. This makes it difficult for those responsible for governance to both support and challenge leaders to further improve the school for the benefit of all pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- While assessment systems are in place, the information that these provide is not used effectively to review the curriculum and plan for improvements and adaptations. As a result, the gaps and misconceptions that pupils hold remain. The school should make sure that assessment information is used to accurately evaluate pupils' current understanding of the curriculum to inform future planning and curriculum development.
- At times, the school has not been clear about the intended impact of the changes that have been made. This means that leaders and those responsible for governance are unable to accurately review if decisions have had the desired impact. The school should

ensure that that it is clear about the intention of actions taken and how the impact of that work will be evaluated to inform future leadership decisions.

## 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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| <b>Unique reference number</b>             | 126360   |
| <b>Local authority</b>                     | Wiltshire  |
| <b>Inspection number</b>                   | 10344562   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Voluntary controlled   |
| <b>Age range of pupils</b>                 | 4 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 226  |
| <b>Appropriate authority</b>               | Local authority  |
| <b>Chair of governing body</b>             | Jennifer Smith   |
| <b>Headteacher</b>                         | Edward Powe  |
| <b>Website</b>                             | <a href="http://www.staverton.wilts.sch.uk">www.staverton.wilts.sch.uk</a> |
| <b>Dates of previous inspection</b>        | 5 and 6 July 2022, under section 5 of the Education Act 2005               |

## Information about this school

- This school is a Church of England School in the Diocese of Salisbury. A Statutory Inspection of Anglican and Methodist Schools was carried out in January 2024.
- The school currently uses five unregistered alternative provisions.
- There is a breakfast club and after-school club led by the school for pupils who attend the school.

## 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 held discussions with school leaders at all levels. Inspectors also spoke with teaching staff, support staff and governors.
- Inspectors carried out deep dives in these subjects: reading, 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 art, English and physical education, including meeting pupils with their work.
- The early years provision was considered through the deep dives as well as through additional visits during the inspection.
- Inspectors viewed a range of school documentation, including the minutes of governance meetings, the school's self-evaluation documents and improvement plans.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the view 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 considered responses to the online survey, Ofsted Parent View, as well as responses to the staff survey and pupil survey. Inspectors also spoke with parents at the start of the school day.
- An inspector spoke with a representative of the diocese of Salisbury and the local authority.

## **Inspection team**

Sara Berry, lead inspector

His Majesty's Inspector

Ken Buxton

Ofsted Inspector

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