

Inspection of West Ashton Church of England Primary School

29 Bratton Road, West Ashton, Trowbridge, Wiltshire BA14 6AZ

Inspection dates: 14 and 15 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Requires improvement
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The headteacher of this school is Alex Blake-Thwaite. This school is part of 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, Sara Edwards, and overseen by a board of trustees, chaired by David Middleton.

What is it like to attend this school?

Pupils aspire to demonstrate the school vision, to 'shine among them like stars', in all that they do. Pupils are polite, kind and well mannered. Adults know the pupils and their families well. Relationships between adults and pupils are warm and positive. As a result, pupils are happy and feel safe.

The school, supported by the trust, is relentless in its drive to provide a high-quality education. Pupils experience a broad and balanced curriculum. They can recall key concepts in geography, for example, which helps them to 'think like a geographer.'

Adults have high expectations for pupils' behaviour. Pupils are respectful towards adults and each other. They have positive attitudes to learning and are keen to contribute to class discussions. Pupils understand the importance of inclusion. They say there is never any form of discrimination. Pupils are adamant that they are all treated fairly and as an equal.

Pupils enjoy opportunities to develop leadership roles. School librarians and house captains are proud of the positions of responsibility they have. Youth parliament and school parliament representatives are democratically voted. This supports pupils' understanding about the importance of fundamental British values.

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

The school has designed an ambitious curriculum. This begins in Nursery, where there is a strong focus on developing communication and language. The school has set out what it wants pupils to learn. Teachers know what to teach and when. This supports pupils to build their knowledge well. For example, older pupils use their knowledge of multiplication facts to convert fractions with different denominators so that they can add them.

In some areas of the curriculum, pupils' misconceptions are not swiftly addressed. This means there are gaps in what pupils know and remember. For example, in a recent design and technology (DT) project, pupils made a healthy tartlet with seasonal vegetables and fruit. However, pupils struggle to recall fruits and vegetables that grow during the different times of the year. Work in pupils' books reflect the intended curriculum. However, the presentation of their work does not always reflect the ambition. The school has started to address this.

Children develop a love of reading. This begins in Nursery, where children learn stories by heart. Children in early years re-enact the stories they know through role play. For example, children hid from the 'big bad wolf' in the house they made for 'the three little pigs' while retelling the story to each other. This supports the development of their storytelling language. Children learn to read as soon as they start in Reception. Staff are well trained to deliver an effective phonics programme that supports pupils to learn to read well. Pupils who need additional help receive the support they need. The books pupils read match the sounds they know. This

helps them to develop confidence as a reader. All pupils say they enjoy the daily story time. They talk positively about their favourite authors. Pupils enjoy selecting books from the school library.

The school is fully inclusive. Pupils with special educational needs and/or disabilities (SEND) are carefully considered when learning is designed. Pupils who struggle to manage their behaviour are supported effectively by adults so that it does not impact on other pupils.

Pupils learn about the importance of respect and safe relationships. Their behaviour during lessons and social times reflects this. Pupils learn about the dangers of gangs and that some choices can have negative consequences. Pupils can articulate the risks involved when using the internet or social media. They know how to report a concern to an adult. The curriculum supports pupils to be well prepared for life beyond West Ashton. Pupils enjoy learning about other faiths and cultures.

The school provides many opportunities for pupils to develop spiritually and morally. Pupils say that they would stand up to racism. They talk about the time they get to reflect and appreciate the world around them and the 'good things in their life.' Pupils say that growing spiritually is about how they become an individual.

Trustees and the academy council hold the school to account well. There is a multi-faceted approach to gathering information, which allows them to challenge the school. Staff appreciate the school's consideration of their well-being. They value the training and time allocated to their development as teachers and subject leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, assessment is not used effectively. This means that pupils have gaps in what they know and can do. This makes it difficult for pupils to build their knowledge. The trust needs to ensure that assessment is used to check pupils' knowledge and adapt learning so that pupils build on what they know, and any gaps are addressed.

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	143957
Local authority	Wiltshire
Inspection number	10288216
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	77
Appropriate authority	Board of trustees
Chair of trust	Dave Middleton
Headteacher	Alex Blake-Thwaite
Website	www.westashton.wilts.sch.uk/website
Dates of previous inspection	19 and 20 November 2019, under section 5 of the Education Act 2005

Information about this school

- The school has a nursery for three-year-olds.
- There is a breakfast and after-school club for pupils who attend the school.
- The school does not use any alternative provision.
- This school is part of the Acorn Education Trust.
- The school is part of the Diocese of Salisbury. The last section 48 inspection of the school was carried out in September 2019. The school was judged to be good overall.

Information about this inspection

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

- Inspections are a point-in-time judgement 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 carried out deep dives in these subjects: reading, mathematics and geography. 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 areas, including computing and DT.
- 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 in Years 1, 2 and 3 read to an adult.
- Inspectors observed pupils' behaviour in lessons and during social times. They spoke to pupils to discuss their views about the school.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text responses. They looked at responses to the surveys for staff.

Inspection team

Wendy D'Arcy, lead inspector

His Majesty's Inspector

Hilary Goddard

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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