

# Inspection of West Tytherley Church of England Primary School

West Tytherley, The Village, Salisbury, Wiltshire SP5 1JX

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Inspection dates: 13 and 14 December 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils enjoy school because relationships are strong within the school community. This makes them feel happy and safe. All parents who responded to the parent survey said that their child felt safe in the school.

Leaders, support staff and teachers have high aspirations for all pupils. They expect pupils to be enthusiastic about their learning, concentrate hard and not to give up. One parent, who summed up the thoughts of many, said of their children, 'They are engaged, motivated and regularly return home enthused by what they have been learning.'

Pupils behave well and are polite and courteous to each other and adults. Pupils said that staff always listen to them and help them to resolve any issues speedily. Leaders and staff are quick to address any poor behaviour effectively, including any incidents of bullying.

Leaders make the development of pupils' personal skills a very important part of school life. Pupils are keen to be elected to the school council or become a house captain. They benefit from the opportunity to develop their confidence and independence on trips. Parents are equally positive about this aspect of the school's work.

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

Leaders have ensured that the curriculum is ambitious for all pupils. They have identified the knowledge and vocabulary that pupils need to know in different subjects. Staff make certain that pupils with special educational needs and/or disabilities (SEND) get the support and resources they need. This enables these pupils to access the full curriculum alongside their peers. Learning usually builds pupils' knowledge and skills over time towards aspirational goals. These aims are set out for the end of each term and academic year clearly, starting with the very youngest children. However, in some subjects, such as in the modern foreign language curriculum, the order in which pupils should learn new knowledge is not sufficiently thought through.

Leaders ensure that all pupils becoming fluent and accurate readers is one of the school's top priorities. They provide training to enable staff to be effective in the teaching of early reading. This begins as soon as children start in Reception. Children quickly learn letters and the sounds that they make through rhymes and songs. They remember this knowledge because the books that they read reinforce what they know. Staff across different classes have a consistent approach to the teaching of phonics. This extends beyond key stage 1 for pupils who need extra help. Staff provide additional support for pupils who find learning to read difficult. This helps them to catch up and then keep up if they have fallen behind. As a result, pupils become more confident and enjoy reading.

Teachers constantly check what pupils have learned. This includes how well pupils with SEND are achieving across the curriculum. Teachers use this information to identify where pupils may have gaps in their learning. These assessments build an accurate picture of what pupils already know and enable staff to target extra help to where it is needed most.

Staff have high expectations for pupils' conduct. Lessons are not interrupted. Pupils show positive attitudes to learning and listen to their teachers and the teaching assistants attentively.

Pupils make the most of opportunities that encourage them to try something new and develop their wider skills. This includes opportunities to perform in musical activities, for example at church services. Pupils take part in a variety of sporting activities and clubs. One parent, along with others, commented positively, 'The school is putting a lot of extra effort into clubs such as coding.' Trips out of school also enhance the experience of pupils. Leaders want pupils to know about the rich geography and history of the local area and beyond. For example, pupils learn much about location and habitats when visiting Bentley Wood.

Governors know the school well. They check that leaders and staff are providing a good education for pupils. Governors challenge school leaders effectively about the most important aspects of the school's work.

Staff confirm that leaders and governors are approachable and sensitive towards their workload and well-being. Leaders make sure that any tasks staff are asked to undertake have a clear purpose.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a strong culture of keeping pupils safe. All staff receive comprehensive safeguarding training. They can identify potential signs of neglect or harm. Staff use systems for recording and reporting concerns confidently. Senior leaders work with other safeguarding professionals well. This enables staff and wider partners to support vulnerable pupils and their families. Leaders also ensure that the curriculum helps pupils to learn how to stay safe. This includes when pupils are online or using social media.

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

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

- The important knowledge that leaders intend pupils to understand and remember is not as clear as it could be. This means that pupils do not achieve as well as they could in some foundation subjects. Leaders should ensure that, in every

subject, learning is identified and sequenced precisely, so that pupils know and remember more over time.

## **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](#)' 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

<b>Unique reference number</b>	116323
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10241019
<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>	59
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Derek Smith
<b>Executive headteacher</b>	Lucy Macey
<b>Website</b>	<a href="http://www.west-tytherley.hants.sch.uk">www.west-tytherley.hants.sch.uk</a>
<b>Date of previous inspection</b>	18 September 2019, under section 8 of the Education Act 2005

## Information about this school

- Since the previous inspection, the school has federated with another school. The new executive headteacher was appointed in September 2021.
- The school does not currently use any alternative provision.
- The school's next section 48 Statutory Inspection of Anglican and Methodist Schools is due in the next two years. The last inspection of this type took place in December 2016.

## 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 met with the executive headteacher, senior teacher, the special educational needs coordinator and six governors, including the chair of governors.

- The lead inspector held a telephone conversation with a diocese representative and met with two representatives from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, modern foreign language and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum design, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum information and pupils' work in other subjects.
- Inspectors scrutinised records and safeguarding documentation, including the single central record.
- Inspectors spoke with different groups of pupils about their views on the school, including what they thought about learning, safety and behaviour.
- Inspectors took account of the 20 responses to Ofsted Parent View including free-text comments.

### **Inspection team**

Richard Blackmore, lead inspector                      Ofsted Inspector

Judith O'Hare    Ofsted Inspector

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