

# Inspection of a good school: Neston Primary School

Church Rise, Neston, Corsham, Wiltshire SN13 9SX

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Inspection dates:

12 and 13 September 2023

## **Outcome**

Neston Primary School continues to be a good school.

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

Pupils enjoy attending this friendly, welcoming school. The relationships between adults and pupils are strong. The 'Neston Promise' runs through all aspects of school life. Pupils are safe and have trusted adults who help them if they have any worries. They are confident that they will always be heard.

The school has high expectations for all. Pupils enjoy learning, both in the classroom and beyond. For example, they talk with excitement about how they strengthen their knowledge through visits to places of interest, such as to an aquarium.

Pupils behave well. They enjoy receiving praise for making the right choices. Outside of the classroom, pupils socialise happily. Older pupils are active role models for their younger 'buddies'.

Pupils learn to be active citizens. For example, the pupil leadership team participated in a local tree-planting event. Through such positions, pupils develop confidence and independence. They are inquisitive and curious to find out about the lives of others.

Pupils take part in a broad range of clubs. These include golf and street dance, for example. Adults inspire pupils to participate in new activities to extend their skills and talents.

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

The curriculum is carefully planned. The school has considered the important knowledge pupils should learn and the order in which they learn it. In most subjects, teaching supports pupils to follow the curriculum successfully and checks what they know and remember. Pupils use what they have learned previously to help them with their current learning. For example, in mathematics, pupils in key stage 2 use their knowledge of multiplication tables to solve complex problems. However, at times, the way in which the

curriculum is taught is not as effective in supporting pupils to build on what they already know.

Staff know the needs of pupils with special educational needs and/or disabilities (SEND) well. The school adapts the curriculum to support pupils with SEND to build their subject knowledge successfully. The school's work with external agencies is carefully planned to identify and support pupils' needs.

Pupils read high-quality texts. Pupils discuss what they have read regularly and this helps to broaden their vocabulary. Children in the early years learn to read as soon as they start school. The books they read match the sounds they have learned. This helps them to quickly gain the knowledge and skills they need to become fluent and confident readers.

Pupils' personal development is strengthened through a well-planned curriculum which is supported by wider opportunities. Through this, pupils develop their social and cultural awareness. They learn about other cultures and faiths with interest. Pupils have a mature understanding of the importance of respect and equality. This helps prepare them well for life in modern Britain.

The school behaviour motto of 'ready, respectful and safe' is known by all pupils. Teachers use this to help pupils to understand right from wrong. Pupils show respect in their interactions with staff. This means that pupils learn in a calm environment.

Pupils enjoy representing their school. They are proud to participate in sporting events, such as cricket. They know how to look after their physical and mental health. Staff help pupils to understand how to stay safe, including when online. For example, pupils explain why it is important not to share passwords.

Governors are knowledgeable about the context of the school and its priorities. They bring a range of experiences to their roles and challenge and support the school's work effectively. Staff appreciate the consideration that is given to their workload and well-being.

## **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, the way in which the curriculum is taught does not help pupils to draw on what they already know to help them. Where this is the case, pupils do not build on their prior knowledge. The school needs to ensure that teaching in these subjects supports pupils to develop their knowledge over time.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good on 23 and 24 January 2018.

## 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

<b>Unique reference number</b>	126186
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10288163
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	176
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Gillian Pratt
<b>Headteacher</b>	Pam Evans
<b>Website</b>	<a href="http://www.nestonprimary.co.uk">www.nestonprimary.co.uk</a>
<b>Dates of previous inspection</b>	23 and 24 January 2018, under section 5 of the Education Act 2005

## Information about this school

- Neston Primary is a community school.
- The school uses one alternative provider.

## Information about this inspection

- 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. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, curriculum leaders, the special educational needs coordinator, staff and the chair of the governing body.
- The inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector gathered the views of parents through Ofsted Parent View, through correspondence and through free-text responses. Responses to the staff online survey were also considered.

### **Inspection team**

Liz Geller, lead inspector

His Majesty's Inspector

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