

Inspection of a good school: Stanton St Quintin Primary and Nursery School

Stanton St Quintin, Nr. Chippenham, Wiltshire SN14 6DQ

Inspection date:

29 February 2024

Outcome

Stanton St Quintin Primary and Nursery School continues to be a good school.

What is it like to attend this school?

Pupils love coming to this school. They are nurtured by staff who know them and their families well. Pupils trust adults to help them with any difficulties they experience. Consequently, pupils get rapid support when they need it.

Pupils are respectful of staff and of their peers. High expectations and strong routines contribute to a calm and purposeful atmosphere. Pupils of all ages work together co-operatively. The atmosphere is vibrant and harmonious. Pupils of all ages join in with the many activities that are available to them.

Experiences such as outdoor education and the many school events and clubs enrich pupils' lives. The school ensure that pupils with special educational needs and/or disabilities (SEND) take part in these. Pupils contribute to the school and to the wider community. Older pupils are 'buddies' to the very youngest. The choir performs at public events ranging from Malmsbury Abbey to homes for the elderly.

Parents have extremely positive views of the school. Their children are safe and happy. Consequently, pupils thrive both academically and socially.

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

Pupils achieve well. They are eager to learn and to make their work even better. Pupils read at an age-appropriate level. Any pupils who fall behind with reading get prompt help to catch up. Children begin to learn letter sounds as soon as they start at the school. Those at the early stages of reading use books that are well matched to the sounds they know. This helps them to develop their fluency and confidence. Pupils of all ages talk with enthusiasm about the books they read or that are read to them.

The curriculum is ambitious for all pupils. Staff know exactly what they want pupils to learn. All aspects of the curriculum develop pupils' vocabulary. In early years, children

develop their language and social skills as they complete activities. Pupils of all ages enjoy opportunities to share their ideas and discuss learning.

Personal development is woven throughout the curriculum. For example, the reading curriculum helps pupils to understand the experiences of people from different backgrounds and to learn how to manage their feelings.

Staff have the subject knowledge they need to explain new learning clearly. However, they do not always ensure that pupils revisit what they have been taught so that it is securely remembered. In the early years, children have very strong recall of what they have already learned. The activities that they do are purposeful and reinforce new learning. For instance, children draw letters they have learned in sand and glitter. They practise and apply new knowledge and skills repeatedly through activities that they find enjoyable.

Pupils, including the very youngest, listen attentively to staff and to each other. They follow instructions quickly and eagerly. Consequently, learning is rarely delayed. Positive relationships between pupils contribute strongly to the 'family' feel of the school.

Pupils learn about those from different backgrounds and faiths. They know about groups in society that face particular challenges, for instance because of their gender or faith. Pupils develop the attributes of a good citizen in modern Britain through the values of the school. Work with the community, employers and parents helps to broaden pupils' horizons while also celebrating what's special about the local area.

The school ensure that pupils learn about the benefits of physical activity and healthy eating. Pupils know how to look after their physical and mental health. They understand how to stay safe in a variety of contexts, including online. The school makes sure that the curriculum prepares pupils for situations in which they are more likely to be at risk. Helpful information is shared with parents about how to keep their children safe and healthy.

Leaders ensure that staff have the expertise they need to fulfil their roles. Staff are supported to continue to improve their teaching and leadership. This is well balanced so that staff workload remains manageable.

Governors have a clear understanding of the school's strengths and priorities for development. They provide both support and challenge to the school. The school seeks external advice and evaluation so that they can further improve pupils' education.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teaching activities do not always develop pupils recall of their learning well enough. When this occurs, pupils do not remember what they have been taught before and so cannot build on this learning. The school needs to ensure that pupils consistently know and remember more of the curriculum.

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 second ungraded inspection since we judged the school to be good in September 2014.

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	126204
Local authority	Wiltshire
Inspection number	10313262
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	The governing body
Chair of governing body	Edward Shire
Headteacher	Karen Winterburn
Website	www.stantonschool.net
Dates of previous inspection	22 May 2018, under section 8 of the Education Act 2005

Information about this school

- This school is part of the Langley Fitzurse Stanton St Quintin Federation.
- The school uses one unregistered alternative provision.

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. 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 into these subjects: Early reading, mathematics and religious education.
- 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.

- To evaluate the effectiveness of safeguarding, the inspector/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.
- An inspector met with Governors and with a representative of the local authority.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the views of staff and pupils in Ofsted's online survey. Inspectors also spoke to pupils and staff in meetings and around the school site.

Inspection team

Sarah Favager-Dalton, lead inspector

His Majesty's Inspector

Paul Smith

Ofsted Inspector

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