

# Inspection of Newton Tony Church of England Voluntary Controlled School

Newton Tony, Salisbury, Wiltshire SP4 0HF

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Inspection dates:	5 to 6 November 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

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

Pupils love attending this school. They arrive each morning full of excitement for the day ahead. The school inspires them to be curious and so they are eager to learn and to contribute to the school community. Pupils are safe and happy.

Love for one another underpins everything the school does, aligned to its ethos. Pupils understand the relevance of this, and of the school values, to their everyday lives. They treat one another with love and care. Pupils, parents and carers are warmly welcomed into the school family.

Pupils build firm foundations, both social and academic, which prepare them well to continue their learning at their next school. Children in the early years get off to an exceptionally strong start. They settle in quickly, learn well and contribute to the wider school. The school has high aspirations for all pupils.

Every pupil has a rich set of experiences during their time at the school. These broaden their experiences of the wider world. For instance, pupils visit London museums and places of interest in the local area.

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

Pupils achieve well. They produce high-quality work and remember what they have learned. Pupils understand how new learning connects to what they already know. In the early years, children are excited to practise writing, counting and measuring in the woodwork area and mud kitchen. This, alongside highly effective teaching, means that children are very well prepared for Year 1.

The curriculum is ambitious and broad, reflecting the high aspirations that the school has for all pupils. Learning is well sequenced. The enquiry questions that the school uses help pupils to develop deep knowledge across the curriculum and captures their interest.

Teachers use their strong subject knowledge to design learning that is appropriate for the school's mixed-age classes. Learning activities are well matched to the age-appropriate knowledge and skills the school wants pupils to build. However, sometimes new learning is not explained well enough. Pupils are sometimes unclear so cannot complete the task expected of them. When this occurs, some pupils in Year 1 to 6 do not learn as much as they could.

Pupils with special educational needs and/or disabilities (SEND) are identified at an early stage. Leaders ensure that the right support is in place from the early years onwards. Staff adapt the curriculum appropriately so that pupils with SEND can learn the same curriculum as their peers.

Pupils of all ages enjoy reading. Those who do not read well enough get the help they need to catch up. Children in the early years learn to read with fluency and confidence. They practise reading using books that match the sounds they know.

Most pupils, including the very youngest, concentrate well. They persist when they find learning challenging. They proudly share the work they have completed and are eager to make it even better. Social times and lessons are harmonious because pupils co-operate well.

Pupils feel confident to share their worries. They know that staff will help them. Parents are overwhelmingly positive about the school and are proud to be part of the 'school family'. They get helpful information about supporting their children academically and keeping them safe, including online.

Pupils have a very strong understanding of the importance of healthy eating and exercise. Pupils develop their physical skills through the curriculum, sports coaching and the array of equipment available at social times.

Pupils learn how to stay safe online and in different 'real world' contexts. They learn about the values and customs that unite different cultures and faiths. Pupils understand the importance of treating others with respect and tolerance. This is evident in the ways they treat one another.

From an early stage, pupils begin to learn about different careers in the local area. Careers talks are closely linked to the interests and characters of pupils, so that they can begin to think about what might suit them in the future.

Older pupils become role models as 'buddies' for the younger children. In the early years, children act as 'helping hands' to support their peers. Pupils take part in community events and raise money for local, national and international causes that are important to them. This means that pupils know that everyone matters and has something to contribute to school life and wider society.

Professional development and high levels of support from leaders mean that staff have the expertise they need. Governors ensure that school improvement is aligned with the vision and needs of the school. Resources are deployed effectively to support areas of emerging need.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

Occasionally, in key stage 1 and 2 explanations are not precise enough. When this occurs, pupils do not understand or are unable to complete an activity. They do not always gain the knowledge that staff intend them to. The school needs to ensure that teaching consistently enables all pupils to fully learn the curriculum.

## 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>	126343
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10344561
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	89
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Anthony Brinkworth
<b>Headteacher</b>	Sheena Priestley
<b>Website</b>	<a href="http://www.newtontony.wilts.sch.uk">www.newtontony.wilts.sch.uk</a>
<b>Date of previous inspection</b>	27 March 2019, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.
- This is a Church of England school, within the diocese of Salisbury. The most recent inspection under section 48 of the education act took place in 2023; the next section 48 inspection should take place by 2031.

## Information about this inspection

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 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 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.
- 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 met with governors, a representative from the local authority and a representative from the diocese.
- Inspectors considered parent's responses to the online survey, Ofsted Parent View. Inspectors also considered staff's responses to Ofsted's online survey. No pupils completed Ofsted's online survey. Inspectors gathered the views of staff and pupils during meetings with them and at other times of the school day.

### **Inspection team**

Sarah Favager-Dalton, lead inspector

His Majesty's Inspector

Laura Bennett

Ofsted Inspector

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