

Amesbury Church of England Voluntary Controlled Primary School

Address: Kitchener Road, Amesbury, Salisbury, Wiltshire, SP4 7AX

Unique reference number (URN): 149473

Inspection report: 27 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Generally, pupils achieve well and gain the knowledge and skills they need to be well prepared for their next stage of education.

Over time, leaders ensure that any gaps in achievement are closed successfully, including for disadvantaged pupils and those with special educational needs and/or disabilities. Pupils' attainment in national tests at the end of key stage 2 in reading, writing and mathematics has improved and is now close to the national averages. Pupils learn their phonics knowledge accurately. Pupils who have individualised curriculums typically make strong progress from their starting points.

Pupils are fluent in their basic skills. For example, in lower key stage 2, pupils are adept at recalling their multiplication tables quickly. This sets them up well for future learning, for example, when solving number problems including equivalent fractions or decimal numbers. The quality of pupils' work indicates that the proportion of pupils beginning to learn English and mathematics in greater depth is starting to increase.

Attendance and behaviour

Expected standard 

Leaders use precise and effective systems to monitor pupils' attendance. This ensures that the vast majority of pupils maintain high rates of attendance. Leaders work intensively with families and external agencies when necessary. This proactive and supportive approach strengthens pupils' attendance further. As a result, the marked reduction in persistent absence is being sustained, including for disadvantaged pupils.

The school typically has high expectations of pupils' behaviour in lessons and at social times. Well-established morning routines and positive relationships with staff equip pupils effectively for the day ahead. Together these elements establish a calm, orderly environment in which pupils demonstrate their readiness to learn. Pupils generally listen to staff and apply the school rules effectively. On occasions when pupils' behaviour falls short of the school's high expectations at lunchtime, most staff take appropriate action to address it. Suspensions are now much more infrequent.

From time to time, activities in lessons are not consistently adapted for those pupils ready to move on in their learning. When this occurs, a minority of pupils sit politely and wait for further instructions. As a result, these pupils do not develop the highest levels of perseverance and work ethic they need to excel securely across all curriculum subjects.

Curriculum and teaching

Expected standard 

The curriculum is well designed and ensures that all pupils, including those who are disadvantaged, gain the essential knowledge needed for their next stage of education. Staff use secure subject knowledge to provide regular practice in the fundamentals of reading, writing and mathematics. Pupils develop strong phonics knowledge and build a secure understanding of what they read over time. Teachers use ongoing checks effectively so that

new learning builds on prior knowledge. They break down key concepts clearly and use appropriate resources and scaffolding to help pupils keep up. Targeted support for pupils with special educational needs and/or disabilities is carefully matched to their individual needs.

Leaders maintain detailed oversight of teaching and make refinements to the curriculum where necessary. Recent work to increase ambition in English is having a positive impact. Older pupils demonstrate greater proficiency in using complex grammar and sentence structures, and they write with increasing confidence and flair. However, in a few foundation subjects, tasks do not consistently deepen pupils' knowledge, skills and understanding. This means that a minority of pupils do not move on in their learning when they are ready. Leaders recognise this and are working closely with staff to address these inconsistencies.

Early years

Expected standard 

Warm relationships between adults and children and consistent routines are the norm in the early years. Children feel safe and settle to school quickly. Leaders and staff work in partnership with parents and carers. Staff implement the well-designed curriculum effectively. It prepares children well for Year 1.

Leaders ensure that staff take deliberate action to minimise gaps in children's knowledge and experiences, including for disadvantaged children and those with special educational needs and/or disabilities. For example, staff are swift to assess children's communication and language skills and physical development on entry. The impact of this support is notable. Effective teaching of the basics ensures that children develop appropriate phonics knowledge for reading, learn how to write words and simple sentences and learn the foundations of mathematics.

The learning environment is full of enticing resources for children to explore. This helps them sustain concentration and benefit from experiences that encompass all 7 areas of learning. Children learn important life skills, such as taking turns, listening and following instructions. However, at times, the quality of the interactions between staff and children when they are learning alongside their peers or on their own is not as precise as it could be. This means that staff do not maximise opportunities for children to practise extending their sentences and vocabulary as consistently as they might.

Inclusion

Expected standard 

Leaders are quick to identify any barriers that pupils may face. They ensure that the ongoing needs of pupils with special educational needs and/or disabilities (SEND) are assessed accurately and regularly. Leaders work closely with parents and carers and external agencies when necessary to ensure that pupils get the right support at the right time. Ongoing training develops staff expertise in supporting disadvantaged pupils and those with SEND. As a result, staff typically adapt their teaching well so pupils access learning successfully.

Leaders use additional funding purposefully. They use it on strategies and resources that help pupils to close any gaps in their academic learning and also to access a broad set of experiences beyond the academic to support pupils' wider development and to help them

feel a sense of belonging. Skilled staff work together to analyse the impact of any interventions, including for language and communication and short-term therapies. This enables staff to identify pupils' emerging and changing needs and adapt the support in place to ensure that their needs are continuously met.

Leadership and governance

Expected standard 

Leaders and the trust act with integrity and make decisions in the best interests of pupils. For example, they have been successful in turning previously identified weaknesses in how the school operates around. Leaders ensure school policies are followed closely. Improvements to teaching and curriculum, pupils' attainment and progress and pupils' behaviour are palpable as a result.

Leaders use internal support from trust staff wisely. This ensures that the school is continuously improving. For example, leaders have acted on recent advice to further upskill staff and refine the already well-designed curriculum so that more pupils gain detailed knowledge and thrive academically. Staff welcome the comprehensive professional learning opportunities they receive. On the whole, staff value the way leaders support staff workload and wellbeing, including those who are new to the school or profession.

Leaders and those responsible for governance fulfil their statutory duties well, for example, by ensuring that the provision for pupils with special educational needs and/or disabilities is effective. Trustees commission external evaluation to check how well the school is achieving and that its own internal evaluations of the school's performance are accurate. It works with the school to accurately identify priorities for development. The school takes timely actions when weaknesses arise as a result. Most parents and carers would recommend the school to others, and they recognise the many improvements that are being sustained. However, a small minority note that when they have concerns, these could be dealt with more swiftly.

Personal development and wellbeing

Expected standard 

The school's programme for personal development is well thought through. It is implemented effectively. Pupils usually become confident individuals with strong moral purpose and an understanding of right and wrong.

The comprehensive programme ensures that pupils gain detailed knowledge in many areas of the personal, social, health and economic education curriculum, for example learning about teamwork, healthy eating and not to discriminate. Pupils learn the necessary knowledge they should through the relationships and sex education and health education curriculum. For example, pupils understand how to keep safe online, how to maintain healthy relationships and they learn about consent. The programme teaches pupils about fundamental British values, such as democracy, tolerance and equalities. This teaches pupils to treat everyone fairly. The school takes deliberate action to widen pupils' understanding of cultural diversity. Pupils are growing their knowledge about different faiths as a result.

Leaders foster high expectations and aspirations for pupils' futures. For example, they organise an annual careers workshop to broaden pupils' horizons of the world of work

beyond the local community. Pupils proudly take on a range of leadership roles, including as house captains and anti-bullying ambassadors.

There is an extensive range of pastoral support and short-term therapies in place. Pupils who access them benefit positively, and this ensures their academic and emotional needs are met. Pupils can go to a member of the pastoral team or to a trusted adult to discuss any concerns they have. Pupils know that adults will help them get to the root cause of any concerns. For example, when they have disagreements with their peers.

The school tracks precisely pupils' participation in activities beyond the academic. This ensures that all pupils can access the wide-ranging opportunities that the school provides.

What it's like to be a pupil at this school

Pupils are proud to attend Amesbury C of E Primary. They appreciate that staff are nurturing and kind. Positive relationships and consistent morning routines enable a calm start to the day. Pupils settle quickly and feel safe. Staff have high expectations for pupils' behaviour. Pupils follow the school rules and live out the school's values effectively. They are polite and respectful, as shown through their daily interactions with one another. They know that any form of discrimination or unkindness is not tolerated. Staff take appropriate action if bullying happens. Pupils have the confidence to talk to adults if they are unhappy or have concerns.

Pupils benefit from a variety of opportunities and experiences that the school offers. For example, pupils learn about democracy when they visit the Houses of Parliament. Pupils relish learning about aspirational jobs through careers week. They take delight in representing the school. Choir and band performances at national arenas or local venues are a particular highlight for many. Pupils compete in sporting events. Staff celebrate everyone's achievements. The variety of clubs is wide-ranging. Pupils talk about photography, comic club, creative club and basketball as being among their favourites.

Pupils work hard. They recognise that over the last two years, the school has improved a lot. They learn much more now because of effective changes to curriculum and teaching. This is reflected in the quality of work they produce and their achievement in national tests that are broadly in line with the national average. Typically, pupils gain secure subject knowledge in a range of subjects. This prepares pupils well for secondary school. There are occasions when teaching does not extend and consistently deepen pupils' thinking in depth. This is something that leaders are working on.

Next steps

- Leaders should ensure that teachers have the knowledge and skills they need to consistently design highly effective learning activities that help pupils to deepen their knowledge, skills and understanding so that pupils excel in their learning across all curriculum subjects.
- Leaders should ensure that staff in the early years maximise every opportunity they have

to engage children, particularly the most disadvantaged and vulnerable, in high-quality interactions that develop and extend their knowledge and vocabulary.

About this inspection

This school is part of The Magna Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Ian Tucker, and overseen by a board of trustees, chaired by Mark Allinson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, assistant headteacher and other staff. The lead inspector also held meetings with two trustees including the chair of the trust board, the trusts director of primary education and four members of the local academy committee.

The inspectors confirmed the following information about the school:

The school makes use of one unregistered alternative provisions.

Headteacher: Rachael Rogers

Lead inspector:

Julie Carrington, His Majesty's Inspector

Team inspectors:

Jyotsna Paranjape, Ofsted Inspector

Emma Jelley, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 27 January 2026

School and pupil context

Total pupils

202

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

450

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

23.76%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.47%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

14.85%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (revised)	57%	62%	Close to average
2023/24 (final)	48%	61%	Below

Year	This school	National average	Compared with national average
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (revised)	80%	75%	Close to average
2023/24 (final)	73%	74%	Close to average
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (revised)	78%	72%	Close to average
2023/24 (final)	64%	72%	Below
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (revised)	71%	74%	Close to average
2023/24 (final)	67%	73%	Close to average
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	56%	47%	Close to average
2023/24 (final)	22%	46%	Below
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (revised)	67%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	56%	62%	Close to average
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	78%	59%	Above
2023/24 (final)	33%	58%	Below
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	78%	61%	Above
2023/24 (final)	33%	59%	Below
2022/23		59%	

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	56%	69%	-14 pp
2023/24 (final)	22%	67%	-45 pp
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	67%	81%	-14 pp
2023/24 (final)	56%	80%	-24 pp
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	78%	78%	0 pp
2023/24 (final)	33%	78%	-44 pp
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	78%	81%	-3 pp
2023/24 (final)	33%	79%	-46 pp
2022/23		79%	

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.6%	5.2%	Close to average
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	7.1%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	12.0%	13.3%	Close to average
2023/24 (3 term)	11.6%	14.6%	Close to average
2022/23 (3 term)	21.5%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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