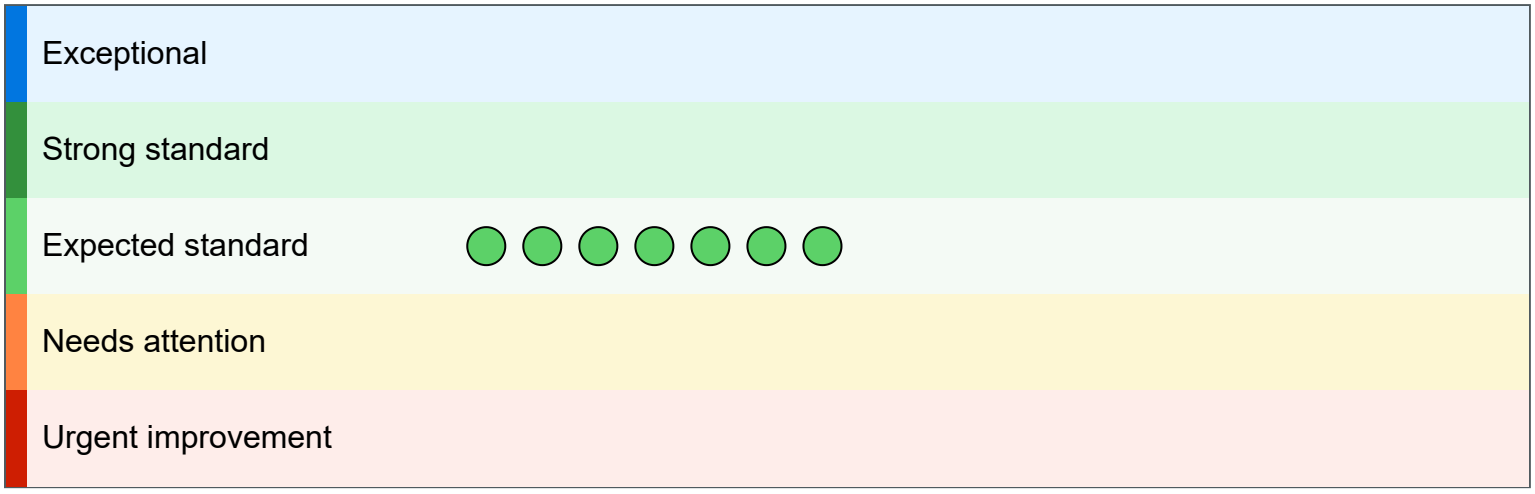
Hilperton Church of England Voluntary Controlled Primary School

Address: Newleaze, Hilperton, Trowbridge, Wiltshire, BA14 7SB

Unique reference number (URN): 126328

Inspection report: 15 September 2026



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. They are well prepared for their next stage of education. Pupils do particularly well in learning their phonics and reading. This sets them up well to access the wider curriculum. This is seen in pupils' improved attainment in national tests in 2025 at the end of key stage 2 in reading, writing and spelling, punctuation and grammar.

Pupils learn and remember age-appropriate curriculum content in mathematics. Pupils are quick to recall multiplication facts. Where pupils did not learn everything they needed in the past in mathematics, leaders now ensure that current learning sequences close any gaps in achievement successfully, including for disadvantaged pupils. Pupils with individualised curriculums make substantial progress personally. This enables them to access academic learning and make steady progress. Pupils across the school follow the wider curriculum well and retain a range of knowledge across subjects.

Attendance and behaviour

Expected standard

Leaders monitor pupils' attendance precisely. When necessary, the school works intensively with families and external agencies. This proactive and supportive approach strengthens pupils' attendance over time. As a result, pupils' attendance is now in line with national averages. Persistent absence has markedly decreased.

Staff typically have high expectations of pupils' behaviour. Many staff model how to behave and interact with one another at social times. On the whole, pupils listen to staff and apply the school rules effectively as a result. In class, pupils generally show positive attitudes to learning. However, when staff do not adapt teaching to deepen pupils' understanding when they are ready, a minority of pupils do not focus and persevere as well as they should. This means that they sometimes do not gain a depth of knowledge across the curriculum.

Pupils are tolerant of one another. They understand that discrimination is wrong. They are confident that if bullying happens, staff will deal with it effectively. Pupils who find it more difficult to manage their emotions receive timely and effective support. Suspensions have reduced. This is because leaders provide effective support and interventions to ensure that there are no recurrences over time.

Curriculum and teaching

Expected standard

Leaders' substantial work over time to improve the content of the curriculum has been successful. The curriculum is broad and generally well sequenced. Leaders have clear expectations of what staff will teach and when, including in mixed-aged classes. As a result, pupils learn the range of subject content across a wide range of subjects.

Staff use their secure subject knowledge to teach the basics well. For example, the teaching of place value in mathematics is effective. This ensures that, over time, pupils build on their number fluency to solve more complex mathematical problems. Pupils at the early stages of reading use their phonics accurately to decode words and read sentences. As pupils

progress through the school, they gain an understanding of what they read. A recent focus on improving teaching in English has begun to develop pupils' handwriting and improve their understanding of complex sentences.

However, at times, staff do not use assessment consistently well so that teaching precisely builds on what pupils know and understand. For example, leaders have not always ensured that staff design highly effective learning activities that help pupils to deepen their knowledge, skills and understanding. This sometimes prevents pupils from gaining detailed knowledge across the curriculum.

Early years

Expected standard

Leaders have built a suitable curriculum across all 7 areas of learning. It is implemented effectively. The early years statutory duties are met. Staff use their accurate subject knowledge to ensure that children learn the breadth of knowledge they need to be well prepared for Year 1. Staff are persistent in their praise. Warm relationships between adults and children pervade the setting. Children feel safe and settle to school well.

Children learn important life skills, such as listening, following instructions and taking turns. Children are quick to stop what they are doing. They show attention to adults by raising their hands and showing 'sparkly fingers'. Parents recognise that consistent routines help their children settle quickly to school.

Teaching ensures that children relish learning new content and have enough practice to cement prior learning. Effective modelling by staff ensures that children learn accurate pencil grip right from the start. Children show excitement when they apply their basic phonics knowledge to read words for the first time and when they learn letter shapes and numbers.

Leaders ensure that staff take deliberate action to minimise gaps in children's knowledge and experiences, including for children with barriers to learning. For example, they are swift to assess children's communication and language skills and physical development on entry.

Inclusion

Expected standard

Staff work closely with families and external agencies right from the start. This ensures that pupils' special educational needs and/or disabilities are assessed accurately. Staff set suitable personal and academic targets for pupils. Pupils who need it receive a range of therapeutic support. This ensures that pupils gain confidence and are ready to learn. Typically, staff provide a variety of resources and techniques to structure pupils' learning. This ensures that pupils generally access learning effectively.

The school's systems to monitor the impact of any interventions and support are increasingly effective. However, there are occasions when additional teaching does not address pupils' specific academic targets as precisely as leaders intend. Leaders know this and are starting to address it.

The school uses additional funding purposefully. This ensures that any gaps in disadvantaged pupils' knowledge are closing effectively. These pupils access a broad set of experiences beyond the academic to support their wider development.

When needed, leaders commission alternative provision in the best interests of pupils. They have clear oversight of its impact on pupils' experiences and learning.

Leadership and governance

Expected standard

Leaders and governors make decisions in the best interests of pupils. A notable feature is how well leaders and staff get to know families and communicate well with them. Parents and carers are highly positive about the support pupils receive. Leaders understand the many strengths at the school and the aspects that require refinement. They have been successful in improving teaching to raise pupils' attainment. They have improved experiences for the most vulnerable pupils. Leaders have detailed oversight of many aspects of the school's work, for example, how well pupils attend and the impact of pastoral support. However, leaders do not always gain a detailed understanding of the effectiveness of the school's curriculum and its impact.

Staff value the range of professional development they receive. This ensures that staff generally have the knowledge and skills they need to teach well. Staff use external advice wisely. For example, in recent months, leaders have prioritised improving the quality of interactions between staff and children in early years. Elsewhere, a sharp focus on improving pupils' basic skills in handwriting is paying off. Staff recognise and appreciate the way in which leaders and governors have oversight of their workload and wellbeing. Staff are rightly proud to be part of the cohesive team.

Governors are highly engaged in the school's work. They fulfil their statutory duties, for example, by ensuring that the provision for pupils with special educational needs and/or disabilities is effective.

Personal development and wellbeing

Expected standard

Hilperton provides a broad, inclusive and purposeful personal development offer. Staff implement it well. It effectively supports pupils in their wider development. High-quality pastoral support is a hallmark of the school. Pupils who access the wide range of support on offer benefit tremendously. This ensures their emotional needs are met. Trusted adults are available to discuss any concerns pupils have.

The relationships, sex and health education curriculum includes the necessary knowledge pupils need. Pupils learn to be respectful and show maturity, for example, when learning about how their bodies change as they grow up. Pupils learn a range of important knowledge, such as how to keep themselves safe online and how to maintain healthy lifestyles.

The personal development programme teaches pupils about characteristics that are protected by law. Over time, pupils learn to be mutually respectful of one another. The school fosters pupils' wider development and their physical and mental health through the personal, social, health and economic education curriculum. It teaches pupils about keeping healthy lifestyles and maintaining positive relationships. Pupils learn about major world religions. 'Theme days' are starting to widen their knowledge and understanding of different cultures.

The school ensures that the personal development programme is continuously evolving. One example is leaders taking action to bolster pupils' understanding of important values. For example, pupils learn about democracy when they take part in the youth parliament in the local town.

The school tracks pupils' participation in activities beyond the academic. This ensures that all pupils, including those who are disadvantaged or known to social care, have fair and equal access to all the opportunities that the school provides.

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

Pupils enjoy attending this happy school. They are proud to be part of the school family. A notable feature is the high-quality pastoral support provided by a range of trusted adults. This help ensures that pupils build effective relationships with staff and one another and feel safe. Consistent morning routines ensure pupils have a smooth start to each day.

Pupils value how everyone is treated fairly and included. Everyone can take part in every opportunity on offer. Pupils understand the school rules of 'Be Ready, Be Kind, Be Safe'. They are usually quick to follow them. Staff support pupils to make great friends. Pupils benefit from well-planned activities in the wooded area at social times. This supports pupils to gain confidence and cooperate with others. Older pupils are keen to take on leadership responsibilities, for example, as members of the sports council and as reading ambassadors. They take pride in supporting the youngest children through the school's buddy system.

Children get off to a positive start in Reception. This ensures that they gain confidence and the knowledge they need to thrive in Year 1. As pupils progress through the school, they learn a breadth of important knowledge across a wide range of subjects. This prepares them well for their next stage of education. However, at times, teaching does not enable pupils to learn the depth of knowledge they need to excel academically.

The school provides a range of opportunities beyond the academic that broaden pupils' horizons well, including performing at music festivals. The many extra-curricular clubs on offer help them hone their talents, for example, chess, gardening and sports.

Next steps

- Leaders should ensure that staff use assessment consistently well so that teaching precisely builds on what pupils already know and understand.
- Leaders should ensure that teachers have the knowledge and skills they need to consistently design highly effective learning activities that help pupils of all abilities to deepen their knowledge, skills and understanding across the curriculum.

- Leaders should gain detailed evaluations and use insightful analysis of the effectiveness of the school's performance so that their monitoring and actions lead to consistently strong standards across all areas of the school's work.

About this inspection

The chair of the board of governors in this school is Robert Beesley.

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.

Inspectors spoke with school leaders, pupils and staff. The lead inspector also held meetings with members of the governing body and a representative of Wiltshire local authority.

The inspectors confirmed the following information about the school:

The school uses 3 alternative unregistered provisions.

Headteacher: Anna Edmund

Lead inspector:
Julie Carrington, His Majesty's Inspector

Team inspector:
Hester Millsop, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

130
Below 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: 268

School capacity

180
Below 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)

16.15%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

4.62%
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: 4.1%

Pupils with special educational needs (SEN) support

11.54%

Below average

What does this mean?

The proportion of pupils with reported special educational needs support 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	34%	61%	Below
2024/25 (final)	55%	62%	Close to average
2023/24 (final)	27%	61%	Below
2022/23 (final)	19%	60%	Below

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	69%	74%	Close to average
2024/25 (final)	86%	75%	Above
2023/24 (final)	41%	74%	Below
2022/23 (final)	81%	73%	Above

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	58%	72%	Below
2024/25 (final)	73%	72%	Close to average
2023/24 (final)	36%	72%	Below
2022/23 (final)	67%	71%	Close to average

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	52%	73%	Below
2024/25 (final)	68%	74%	Close to average
2023/24 (final)	41%	73%	Below
2022/23 (final)	48%	73%	Below

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	8%	46%	Below
2024/25 (final)	0%	47%	Below
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	46%	62%	Below
2024/25 (final)	67%	63%	Close to average
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	31%	59%	Below
2024/25 (final)	33%	59%	Below
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	23%	60%	Below
2024/25 (final)	33%	61%	Below
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	8%	68%	-60 pp
2024/25 (final)	0%	69%	-69 pp
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	46%	80%	-33 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	31%	78%	-47 pp
2024/25 (final)	33%	78%	-45 pp
2023/24 (final)	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	77%	S

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	23%	80%	-57 pp
2024/25 (final)	33%	81%	-47 pp
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 (3 term)	4.9%	5.2%	Close to average
2023/24 (3 term)	6.3%	5.5%	Above
2022/23 (3 term)	5.6%	5.9%	Close to average

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 (3 term)	12.6%	13.0%	Close to average
2023/24 (3 term)	10.0%	14.6%	Below
2022/23 (3 term)	8.9%	16.2%	Below

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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