

# St David's Church of England Primary School

URN: 139170 | Inspected: 11 November 2025

## 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.

## Achievement Needs attention

The school strives to provide the very best for pupils. This is why it has introduced a systematic programme to teach handwriting skills, such as letter formation. However, some of the improvements are very recent. They have not yet had the desired impact on pupils' learning. Currently, the overall quality of pupils' handwriting and presentation is too variable. This hampers writing fluency, particularly for disadvantaged pupils, and affects the quality of pupils' written work. In spite of this, most pupils achieve outcomes that are in line with national expectations by the end of Year 6, including in the Year 1 phonics screening check and the Year 4 multiplication tables check. In recent years, the school has secured improvements to pupils' learning of subject curriculums. Pupils delight in sharing what they know and remember, such as about features of the digestive system, the water cycle and the First World War.

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

St David's is a school that welcomes and accepts everyone. Staff greet pupils each day with a warm smile. They show genuine care and compassion towards pupils by taking the time to understand their needs and interests. This creates a sense of safety and belonging. It also gives pupils the confidence to share any worries they have with staff. Pupils embody the school's core values. For example, they understand the importance of resilience during cross-country running. They respect different values and beliefs. As soon as children start in the early years, they quickly learn how to socialise and follow routines. Across the school, pupils attend often. They maintain their focus in lessons so that learning continues uninterrupted. Pupils show genuine care and kindness towards one another, making bullying and unkind behaviour rare. Pupils appreciate the additional opportunities that the school provides, such as sports leadership and house captain roles. Older pupils act as positive role models. They enjoy the responsibility of leading others by organising games at lunchtime for younger children. The school offers a wide range of clubs and activities, including chess and sewing. Leaders track participation to ensure that all pupils have the opportunity to attend. For pupils who prefer a calmer lunchtime, the 'harbour' room provides a quiet space to socialise and manage their wellbeing. From the excitement of designing rockets to understanding how forces work, pupils enjoy learning new information. Overall, pupils achieve in line with national expectations by the end of Year 6, so they are ready for their

next steps

. However, sometimes teaching does not help pupils to become fluent writers.

Next steps

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- Leaders should ensure that their new approach to teaching handwriting is implemented consistently well so that pupils' writing fluency and the quality of their work improve.
- Leaders should continue to ensure that disadvantaged pupils receive the support they need to achieve as highly as possible across the curriculum.

## Curriculum and teaching

### Expected standard

Pupils learn a broad range of subjects. Since the previous inspection, leaders have strengthened the order in which staff teach curriculum content so that teachers can help pupils to build knowledge gradually over time. Typically, staff use effective strategies to implement the curriculum. For example, they present information in small steps, ask challenging questions and check what pupils know and understand before moving on to new content. Leaders accurately understand the curriculum and the school's teaching priorities. They use this information to inform ongoing improvements and staff training. In particular, the school has focused on supporting teachers to identify and fill gaps in pupils' knowledge. As a result, staff are confident at adapting learning to meet the differing needs of pupils, including those with special educational needs and/or disabilities. Pupils quickly secure their knowledge of letter-sound correspondences. If they fall behind in their learning, pupils get the support they need to catch up. Equally, pupils have regular opportunities to count, recall number facts and learn new and ambitious vocabulary, including in the early years. However, sometimes teaching does not help pupils enough with errors in their writing skills, such as handwriting. This hinders some pupils' achievement and the presentational quality of their work.

## Early years

### Expected standard

Children get off to a positive start to their schooling. Staff tailor the curriculum to target any gaps in children's development. For example, staff teach children to use tweezers and dough to strengthen their fine motor skills in preparation for writing. Through phonics, children quickly secure the knowledge and skills they need to read. Staff use stories, songs and rhymes to develop children's speech and vocabulary. Children confidently use ambitious words, such as 'stratosphere', when describing their learning about space. On the whole, staff interactions extend children's speaking and listening skills well. Children show many effective characteristics of learning. For instance, they readily take turns and listen to each other's suggestions. In creative tasks, children share resources, such as scissors and paint. Children quickly learn to follow the school's routines and become independent and resilient learners. Leaders and staff work closely with parents and carers, as well as local pre-schools, to build an understanding of children's needs before they start school. Staff provide well-considered support to help children to keep up in their learning, including speech and language activities. By the time that they leave the early years, most children are ready for Year 1.

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## Inclusion

### Expected standard

The school identifies pupils with special educational needs and/or disabilities quickly. Through close working with parents, carers and external specialists, leaders understand the specific barriers that pupils may face and secure helpful advice. Staff benefit from training on how to support pupils to learn key knowledge well. Training has developed staff's skills in adjusting their teaching to make learning accessible and challenging for pupils. This gives staff the confidence to adapt teaching to meet pupils' specific needs. For example, teachers use technology in lessons to support pupils who find writing harder, so they can learn the same curriculum as their peers. Leaders keep a close eye on the progress pupils make through the curriculum. They assess the effectiveness of any additional support in place. Leaders take swift action to intervene if something is not having the intended impact on pupils' learning. Staff provide effective pastoral support for pupils with social and emotional needs. Pupils value the school's nurture club, which helps to build their confidence and self-esteem. The school uses its pupil premium funding effectively. It ensures that disadvantaged pupils enjoy the same experiences as others. However, leaders recognise that some disadvantaged pupils do not achieve as highly as they could in some areas. This remains an ongoing priority for the school.

## Leadership and governance

### Expected standard

Leaders put pupils' best interests at the heart of their decisions. In recent years, they have prioritised early reading, securing fluency in mathematics and improving the order of the content of subject curriculums. The school's actions have made a positive difference to pupils' learning in these areas. Leaders recognise that more needs to be done regarding handwriting and the overall quality of pupils' work. They are rightly addressing this as a priority. Leaders, including trustees and local governors, have secure oversight of the school's work and priorities. For instance, the reviews made by the trust and the feedback that it provides mean that leaders' practice continues to evolve and improve. Trustees hold leaders to account, such as for improving attendance and the quality of teaching. Trustees maintain a sharp focus on how the pupil premium funding is spent to help disadvantaged pupils achieve their full potential. Staff are overwhelmingly positive about working at the school, particularly regarding how leaders consider their workload and wellbeing. They fully embrace trust-wide training and work with local partnerships to further strengthen and refine their expertise. Parents appreciate the care and education their children receive. Many commented on how the school goes 'above and beyond' to make sure that their children are happy and thrive. Personal development and well-being Expected standard Pupils benefit from an effective and comprehensive personal development programme. The school encourages pupils to reflect on their beliefs and to develop character traits such as perseverance. Consequently, pupils learn not to give up when learning becomes challenging. Pupils understand how to maintain their physical and mental wellbeing. They recognise the importance of sleep, exercise and expressing how they feel. Pupils learn about healthy and unhealthy relationships through the school's relationships and sex education and health education curriculum. They understand what makes a good friend and how to stay safe while using the internet. Pupils appreciate the

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diversity of modern Britain. They are clear about their rights both as citizens and as pupils of St David's. For example, they practise democracy by voting for their school parliament representatives and understand why laws are important. As a result, pupils develop a secure understanding of fundamental British values. They use this knowledge to speak out against discrimination. The school is passionate about providing a rich set of experiences for all pupils, including those from disadvantaged backgrounds. This is called the 'pupil promise', a set of meaningful experiences to develop the 'whole child'. For example, during their time at the school, pupils will have the opportunity to go on a residential trip, visit a beach and attend a live performance. Additionally, the school matches activities to the social needs of the community, such as helping families come together to share their experiences and support one another. Pupils learn to play the violin and create masterpieces to showcase at a school art gallery. Activities, such as rounders and tennis, develop pupils' sporting interests. The school ensures that invitations to clubs are open to all. Leaders track participation rates to ensure that no one misses out.

Needs attention

## Attendance and behaviour

### Expected standard

The school instils a culture of belonging. Pupils want to come to school and learn. The mantra of 'if a child is not here, then our school is not complete' guides the school's approach. Leaders are tenacious in addressing any attendance shortfalls among pupils. They proactively engage with parents to identify and overcome any barriers to pupils' attendance. As a result, attendance levels have risen sharply and are now above the national average. Leaders foster a calm and positive learning environment. Pupils display positive attitudes and uphold the 'be safe, be ready and be respectful' rules, starting in the early years. At social times, pupils play together happily. They hold doors open for others, greet visitors warmly and use good manners. Pupils understand that any form of discrimination, including bullying, is not acceptable. The school has effective systems to deal with any negative behaviour by pupils. Leaders ensure that staff reinforce the high expectations they have for pupils' behaviour. Staff put in place strategies, such as emotion boards, to help pupils to speak about and manage their feelings and behaviour. If pupils struggle, leaders make sure that staff tailor their approach accordingly.

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**For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:**

<https://whatschool.ai/en/school/st-davids-church-of-england-primary-school-moreton-in-marsh>