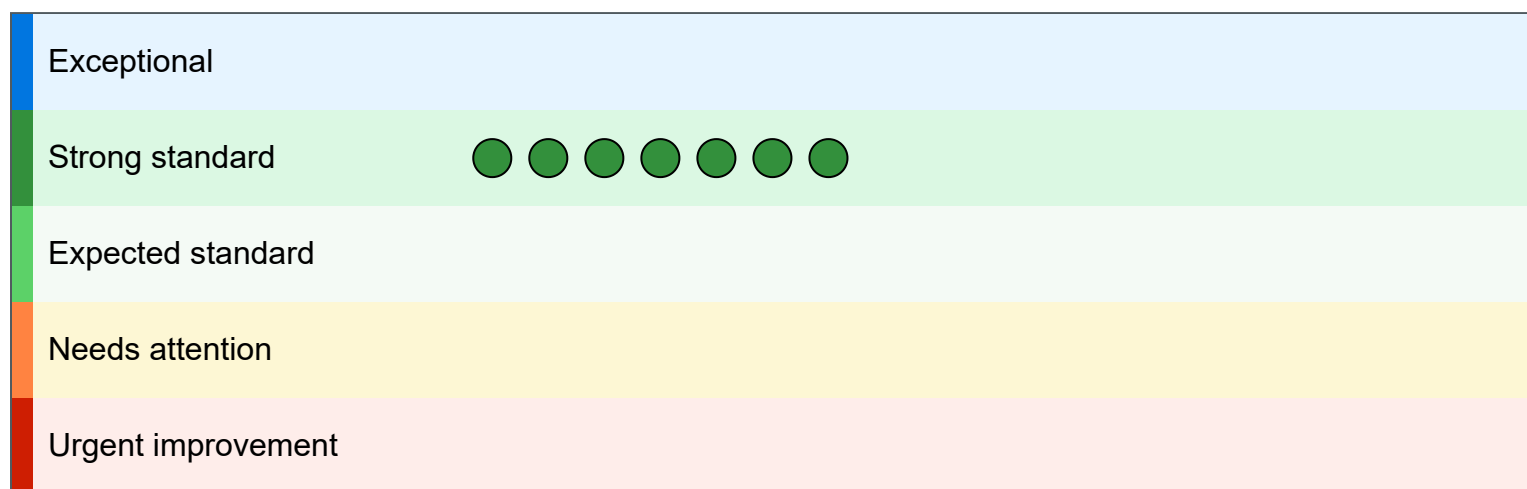


Burbage Primary School

Address: Blackmans Lane, Off Ailesbury Way, Burbage, Marlborough, Wiltshire, SN8 3TP

Unique reference number (URN): 139381

Inspection report: 24 February 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.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve well. The curriculum and teaching help pupils secure and use their knowledge of reading, writing and mathematics across subjects. Pupils' work in books shows they remember prior learning confidently and use it to build new understanding, particularly in reading. This reflects the school's consistent lesson design and precise teaching, which enable pupils, including those who join mid-year, to access learning and progress through the curriculum.

Attainment at the end of the early years foundation stage, Year 1 phonics and end-of-key-stage reading and mathematics is above the national average. Curriculum refinements and teachers' close focus on pupils securing their subject knowledge have strengthened outcomes in several areas. Most pupils achieve the national expected standard. Increasingly more pupils are consistently working at the national higher standard and show depth and skilful application of knowledge. As a result, pupils are well prepared for the next stage, including transition to Year 7.

Attendance and behaviour

Strong standard ●

Leaders' work to promote regular attendance and positive behaviour is highly effective. Attendance is consistently above national averages in all year groups. Leaders use clear systems that identify concerns early and prompt swift action. They work with families to create personalised support when needed. These approaches build trust and help pupils return to full-time education.

Staff manage behaviour consistently well. They model respectful relationships and maintain high expectations. This is supported by the school's values and personal development approach. In the early years, strategies help children understand conflict and resolve issues constructively. Leaders analyse patterns carefully and adapt provision when needed. This may include tailored breaktime support or work with external professionals. Pupils who need additional help are becoming better at managing their emotions and staying calm. Suspensions are rare and used only when all other adjustments have been explored.

The curriculum and the personal development programme ensure that pupils learn how to be respectful citizens. Leaders and pupils do not tolerate bullying or harassment. Pupils are polite, thoughtful and eager to learn, which contributes to the school's calm atmosphere.

Curriculum and teaching

Strong standard ●

The curriculum is well designed, coherent and deliberately structured to secure pupils' knowledge from the early years onwards. Leaders have made purposeful decisions that strengthen pupils' progression through the curriculum and improve accuracy and fluency in reading, writing and mathematics. Teaching is consistently effective because staff are well trained, follow clear structures and understand how pupils learn. This enables them to check prior knowledge, address misconceptions promptly and adapt teaching when needed. Pupils

with special educational needs and/or disabilities and those with additional barriers learn and succeed alongside their peers.

Leaders prioritise reading. High-quality phonics teaching, frequent reading practice and well-matched books help pupils keep up. Pupils read with increasing accuracy and can break down and blend sounds confidently. They talk with enthusiasm about the books they read. In mathematics, routines, such as corrections and revision starters, help pupils consolidate and remember essential knowledge. Writing improves through clear feedback, accurate handwriting practice and opportunities to apply skills across subjects.

Teachers have secure curriculum knowledge. They use this to help pupils make links between important ideas. For example, pupils recall learning about perseverance, inventors and the first hot air balloon flight when discussing the Wright brothers' first attempt to fly.

Early years

Strong standard 

The early years curriculum and provision are of high quality and consistently effective. Staff and children's interactions are warm, purposeful, and rooted in a clear understanding of children's starting points. Skilled staff thoughtfully adapt activities and resources to match individual developmental needs. There is a sharp focus on ensuring that children with special educational needs and/or disabilities and disadvantaged pupils keep up with their peers and achieve the best possible outcomes. This begins in the pre-school provision. The school's effective relationships with parents and carers play an important part in their children's success.

Language development is prioritised in the early years. Staff model vocabulary and support children's speech development and interactions through rich, planned opportunities including structured phonics sessions and child-led play. Staff have detailed phonics knowledge and use it to build secure reading foundations. Consequently, children develop secure early reading knowledge and skills.

Children make clear progress through the curriculum. Well-sequenced routines, high expectations and responsive teaching help them consolidate learning, develop resilience and engage confidently in purposeful activities. Children's communication, physical development and early social skills are secured so they are very well prepared for Reception Year and Year 1.

Inclusion

Strong standard 

Inclusion is a shared vision and deliberate feature of daily practice. Staff identify pupils' needs early through well-established routines and provision in the early years or when pupils join mid-year. Teachers take responsibility for checking learning regularly and adapting teaching so lessons meet pupils' needs. As a result, their discussions with leaders, including the special educational needs coordinator, are timely and based on clear evidence. Leaders respond quickly and with insight, showing a thorough understanding of each pupil's needs. Wider provision, including dyslexia-friendly environments, daily check-ins and routines such as sensory circuits, reduces barriers to learning and supports wellbeing from the moment pupils arrive.

Frequent and relevant staff training ensures support for pupils with special educational needs and/or disabilities and disadvantaged pupils is highly effective. Support programmes outside the classrooms are few but purposeful because pupils' needs are met well through high-quality teaching. When additional funding is available, leaders review the impact of their plans to ensure pupils thrive academically and personally. This includes the careful use of alternative provision. Leaders maintain productive partnerships with external professionals and families to secure the best outcomes for each child.

Leadership and governance

Strong standard ●

The school's leadership ensures pupils thrive through a deliberate and well-structured approach to school improvement. There is a shared and well-understood vision and whole-school ethos. Leaders, including governors, have an accurate understanding of the school's strengths and priorities. This is informed by careful analysis of pupils' personal and academic achievement information. This precision ensures that leaders identify gaps in pupils' knowledge quickly, including disadvantaged pupils, and plan development actions accordingly. Leaders show clear strategic intent and responsiveness.

Oversight by the trust and school leaders is systematic and purposeful. Regular checks produce actionable next steps and give leaders confidence that curriculum implementation is consistent and effective. Leaders use this insight well to embed best practice and inform further staff development. Governance is effective and fulfils statutory duties. Trustees and the academy committee provide challenge and well-informed support. Governors check leaders' evaluations and maintain high expectations for all pupils with a sharp focus on supporting disadvantaged pupils.

A high-quality professional learning programme supports the school's effectiveness. Staff feel well trained, valued and fully informed about the curriculum approach. The school's culture is collaborative, outward-looking and built on trust and autonomy. Leaders actively nurture staff wellbeing and manage workload carefully, reflected in consistently positive staff feedback.

Personal development and wellbeing

Strong standard ●

An extensive and coherent personal development and wellbeing offer helps pupils to grow socially, emotionally and culturally. Warm and respectful relationships between staff and pupils underpin this. Pupils explain clearly what it means to belong to the school community. They live out the school's values of learning, inspiration, friendship and equity. They show respect for differences and understand fairness, inclusion and fundamental British values. Many pupils say that everyone is equal.

The personal, social, relationship, health and economic curriculums are well sequenced from the early years through to Year 6. They provide pupils with age-appropriate knowledge about relationships, consent, self-advocacy and staying safe online and offline. Pupils retrieve essential life skills and apply them to maintain positive relationships and make informed decisions. Staff model emotional regulation and provide targeted support for pupils with more-complex emotional or mental health needs.

Leaders track participation carefully to ensure disadvantaged pupils access all opportunities. Their checks help them adapt provision so it remains responsive to pupils' needs. Pastoral systems provide day-to-day emotional support and space for pupils to share concerns. The wider offer is broad, enriching and fully inclusive. Clubs, arts, sports, literature events, residential and cultural experiences are open to all. The "11 by 11" entitlement and 'Junior Duke' programme broaden pupils' horizons and nurture resilience, confidence and teamwork. Leadership roles, such as those on the school council or library champions, promote responsibility and active citizenship. Pupils are often inspired by this to run their own lunchtime activities or organise charity events.

The personal development and wellbeing offer ensures pupils are very well prepared for life beyond the school gates.

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

Pupils experience a happy, safe and nurturing environment where staff know them well and act quickly to reduce any barriers to their learning and wellbeing. They feel safe, play calmly together and approach staff with confidence when they need help. Pupils learn to take responsibility for others in the school and the wider community. They enjoy coming to school, and this is reflected in high attendance.

Pupils' behaviour is consistently positive. They are polite, respectful and eager to learn. Warm relationships between staff, pupils and families support leaders' responsive approach to attendance and behaviour. Leaders ensure disadvantaged pupils receive tailored support. For example, some pupils have personalised plans that help them start the day positively and engage well in learning. Staff skilfully support children in the early years to understand emotions and resolve conflict. This continues throughout the school. As a result, bullying is rare and pupils trust staff to help them when it occurs. The school's 'Kindness Crew' helps everyone feel included.

Pupils enjoy learning and talk confidently about their work. A deliberate curriculum design secures pupils' knowledge in speaking and listening, reading, writing and mathematics. Leaders prioritise reading for accuracy, fluency and enjoyment. Regular reading, consistent phonics teaching and access to decodable books help pupils become confident readers. Older pupils read widely and link texts to learning across subjects, which deepens their understanding. Pupils achieve well and often attain above national averages.

Staff address barriers to learning and wellbeing early through high-quality teaching, thoughtful adaptations and targeted support. Pupils with special educational needs and/or disabilities and disadvantaged pupils benefit from personalised support, sensory-friendly classrooms and trusting relationships with staff. Most families express high confidence in the support provided. Inclusion is evident in daily practice. Pupils understand fairness and value the personalised help they receive.

Next steps

- Leaders should ensure that staff make effective curriculum and teaching adaptations so that more pupils have opportunities to work within and achieve the higher standard across the curriculum.
-

About this inspection

This school is part of Excalibur Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Nick Lewis, and overseen by a board of trustees, chaired by Susan Clarke.

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 the headteacher, deputy headteacher, SENDCo, trust school improvement partner, staff and pupils. Inspectors also spoke with the CEO and representatives of the board of trustees and academy committee.

The inspectors confirmed the following information about the school:

The school makes use of one unregistered alternative provision.

Principal: Zoe Garbutt

Lead inspector:

Marie Thomas, His Majesty's Inspector

Team inspectors:

Darren Preece, Ofsted Inspector

Andrew Evans, 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 24 February 2026

School and pupil context

Total pupils

196

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

205

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)

7.91%

Well below 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

2.04%

Below 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

21.43%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

Well 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	66%	61%	Close to average
2024/25 (revised)	73%	62%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	61%	60%	Close to average

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	84%	74%	Above
2024/25 (revised)	82%	75%	Above
2023/24 (final)	88%	74%	Above
2022/23 (final)	83%	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	71%	72%	Close to average
2024/25 (revised)	82%	72%	Above
2023/24 (final)	72%	72%	Close to average
2022/23 (final)	61%	71%	Below

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	81%	73%	Above
2024/25 (revised)	91%	74%	Above
2023/24 (final)	72%	73%	Close to average
2022/23 (final)	83%	73%	Above

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	15%	46%	Below
2024/25 (revised)	S	47%	S
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	54%	62%	Below
2024/25 (revised)	S	63%	S

Year	This school	National average	Compared with national 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	23%	59%	Below
2024/25 (revised)	S	59%	S
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	62%	60%	Close to average
2024/25 (revised)	S	61%	S
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	15%	68%	-52 pp
2024/25 (revised)	S	69%	S
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	54%	80%	-26 pp
2024/25 (revised)	S	81%	S
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	23%	78%	-55 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
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	62%	80%	-18 pp
2024/25 (revised)	S	81%	S
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 (2 term)	3.3%	5.2%	Below
2023/24 (3 term)	4.0%	5.5%	Below
2022/23 (3 term)	4.9%	5.9%	Below

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)	4.3%	13.3%	Below
2023/24 (3 term)	6.6%	14.6%	Below
2022/23 (3 term)	12.8%	16.2%	Close to average

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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