

Sambourne Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	126374
Local Authority	Wiltshire
Inspection number	360067
Inspection dates	3–4 November 2010
Reporting inspector	Tony Shield

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	The governing body
Chair	Gill Maddocks
Headteacher	Catherine Chalk
Date of previous school inspection	14 May 2008
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Introduction

This inspection was carried out by two additional inspectors. They visited 11 lessons or parts of lessons, and seven teachers were observed. Inspectors held meetings with governors, members of staff and pupils. They observed the school's work and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school improvement plan and records of pupils' progress. In reaching their judgements, inspectors took into account the views of 53 parents and carers, in addition to those of pupils and staff, expressed in questionnaires.

Inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- whether progress is improving and is satisfactory through the school, particularly in maths and science
- the extent to which targets both for individuals and the school as a whole are challenging and being used to raise expectations and drive improvements
- whether teaching is sufficiently challenging for all pupils
- the impact of action taken to tackle identified weaknesses
- the quality of the school's monitoring and self-evaluation and whether all leaders are making an effective contribution to school improvement.

Information about the school

Sambourne Church of England School is smaller than the average-sized primary school, it draws most of its pupils from the immediate area. Most pupils are from a White British background, with a small number from other ethnic heritages. The proportion of pupils known to be eligible for free school meals is just below average. The proportion of those with special educational needs and/or disabilities is in line with that found in most schools. Most of these pupils have moderate or specific learning difficulties, although some have emotional and behavioural problems. The school has received a number of awards in recognition of its work in promoting healthy lifestyles and sporting activities, eg the Healthy Schools Award. A new headteacher was appointed in September 2010, following a year during which the school was led by an acting headteacher.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the attainment and progress of pupils particularly in mathematics and science; the quality of teaching; and the attendance of pupils.

The overall effectiveness of Sambourne Church of England Primary is inadequate because attainment is not high enough and too many pupils are not making enough progress, particularly in mathematics and science. This is because teachers lack confidence in their subject knowledge and pupils fail to use and apply their mathematical skills in different contexts. In science, a common approach to developing pupils' investigative skills is beginning to have a positive impact on pupils' understanding of scientific method. ♦

Although there is some good teaching, too many lessons fail to inspire and challenge pupils to do their best. Expectations are not always high enough and pupils do not make as much progress as they might when the pace of lessons slows and when teachers do not set tasks to match the prior attainment of individual pupils. In this respect, the school has rightly focused on making better use of performance data to check on the progress of individual pupils and adapt the lessons accordingly. Nevertheless, this is not consistently effective across all classes. Many pupils report that they do not know how well they are doing in lessons, or how they might improve their work. Attendance has also fallen in recent years. This, alongside pupils' underdeveloped application of basic numeracy skills, means that pupils are ill prepared for their future careers in secondary school.

Although aspects of the school's work require significant improvement, there are a number of strengths. Pupils get off to a good start in the Early Years Foundation Stage making good progress in most areas of learning as a result of well planned and organised provision. Overall, the care, guidance and support given to pupils through the school are good. A passionate commitment to the care of individual pupils is clear, and results in pupils who say they feel safe and know how to stay safe. The school takes issues such as internet safety extremely seriously. Pupils' knowledge of how to make healthy lifestyle choices is good, and nearly half of the pupils take part in at least one after school sports club run by the school.

The new headteacher has made a good start in tackling some longstanding issues. She has given the school fresh purpose and her determination to bring out the best in all pupils is shared by all staff. Based on a realistic analysis of what needs to be done, decisive action to raise expectations and improve the quality of teaching has already led to improvements and a more positive climate for learning. Improvements since the last

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inspection have been mixed, but attainment in writing, a key issue at the time of the last inspection, has risen. Initiatives to improve behaviour and make better use of assessment to target potential underachievement, have already made a difference. The school has the confidence of parents and the community it serves. Most parents and carers are happy with their child's experience at school. Several acknowledge the changes for good that have recently been made. As one parent typically wrote: 'the school is at a turning point and has already made some improvements under the new leadership'. This lends confidence to the view that the school's capacity for sustaining its improvement is satisfactory.

What does the school need to do to improve further?

- Raise attainment and accelerate the learning and progress of all pupils, particularly in mathematics and science by:
 - ensuring pupils' skills are built on step by step, practised regularly and applied in different and relevant contexts
 - developing teachers' skills and confidence in the teaching of mathematics. developing teachers' skills and confidence in the teaching of mathematics.
- Improve the quality of teaching by:
 - involving the pupils more actively in their learning and ensuring they understand the progress they are making through regular feedback
 - ensuring that pupils are involved in setting targets for improving their work
 - improving the pace of learning in lessons
 - using assessment and information about how well pupils are doing to set work which challenges individual pupils at their own level. using assessment and information about how well pupils are doing to set work which challenges individual pupils at their own level.
- Improve attendance by:
 - working more closely with parents and carers
 - ensuring pupils understand the importance of regular attendance.

Outcomes for individuals and groups of pupils**4**

Although standards in writing have improved in recent years, those in mathematics and science have drifted lower. Attainment in both mathematics and science is well below average and well below where it should be. Attainment in English is broadly average. While weaknesses in sentence construction and the use of imaginative vocabulary identified in the last inspection have improved, pupils' ability to manipulate numbers and apply their skills across the curriculum is weak. This was seen in a Year 6 mathematics lesson, where pupils struggled to understand and manipulate simple factors. Although a start has been made, much remains to be done to improve progress, particularly among pupils who have fallen behind and have much to catch up. Pupils with special education needs and/or disabilities make satisfactory progress because support is well targeted and

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individual education plans are more sharply conceived. Although girls tend to do better than boys, the difference is not significant.

Pupils' attitudes to learning are usually good, but concentration can wander when tasks do not engage or actively involve them. Behaviour for most pupils is sensible and mature both in lessons and the playground. They are cheerful, friendly and cooperative when, for example, they work with their 'talk partner'. On occasions, a very small minority of pupils present challenging behaviour, but staff manage this well. Older pupils take seriously the opportunities to act as ambassadors, helping out with tasks around the school, as buddies to younger pupils or as members of the school council. There is a pride in and strong sense of belonging to the school community. Opportunities for the school to engage with the wider community are developing satisfactorily and there are close links with the church. Pupils take enormous pride in taking part in the annual production of the Sambourne Performing Arts Group. Last year's performance of *Oliver* is still remembered with excitement. ♦

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

While some teaching is good, too much is dull and fails to capture pupils' imagination. As a result, pupils are not consistently challenged to do their best. The school is working to tackle this issue through professional training and support and has already made inroads

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into the problem. As a result of more rigorous use of performance data, teachers are raising their expectations and demanding more of their pupils. Good use is made of teaching assistants to support pupils in the classroom and their work with individual pupils is proving effective.

Pupils enjoy the curriculum, particularly the wide range of enrichment activities and clubs. During the inspection, a visit to a local theatre was eagerly anticipated. Much thought has gone into designing a curriculum in which basic skills are practised in different subjects. This is particularly evident in pupils' work in literacy and information and communication technology, but is less clear in relation to numeracy. Furthermore, pupils' skills and understanding are not always built on regularly and systematically to encourage better progression and consolidation of learning.

The school's good care, guidance and support are valued by pupils and parents alike, and contribute strongly to pupils' sense of well-being. There is a strong thread of care for individual pupils, which binds the community together. This is best exemplified in the careful attention given to pupils whose circumstances make them most vulnerable and the commitment given to removing any barriers to learning. There are wide-ranging links with external agencies to ensure pupils have access to specialist support when necessary.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has made an impressive start and her drive has energised the school community, who share her ambition. The journey of improvement has been clearly set out in the school improvement plan and already, there are clear signs of improvement in the pupils' behaviour and climate for learning. Teaching is improving through more effective use of assessment and performance data to raise expectations. The school environment has been made more welcoming and conducive to learning. Realistic self-evaluation has been the springboard for these developments. Much effective work has already been done by the subject leader for English in raising standards, but the potential of all leaders to contribute to school improvement has not yet been fully developed. The governing body is increasingly confident in carrying out its responsibilities as governors' knowledge and understanding of the school develops.

The school's safeguarding procedures are satisfactory, and at the time of the inspection, all policies and procedures to ensure the safety and well-being of pupils were in place. All staff understand their roles in relation to child protection and pupils' safety. The school works satisfactorily to promote equal opportunities, and has successfully reduced potential barriers to learning for some particularly vulnerable pupils. While its commitment to

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inclusion is clear, there is more to be done before all pupils reach their potential. The school's work to promote community cohesion is satisfactory. While leaders work well to promote community cohesion within the school, the evidence of their work in promoting cohesion in the wider community is more limited, and many pupils lack awareness and understanding of living within a culturally diverse United Kingdom. ♦

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children make good progress in most areas of learning. Particularly good progress is made in their personal development. Children respond well to high expectations of behaviour and quickly develop confidence and trust in their teachers and each other. Progress is slower in developing children's communication and language skills. However, from below average starting points, most children reach expected age-related levels by the time they enter Year 1. Children are well catered for and their specific learning and emotional needs are well met because the Early Years Foundation Stage leader is thorough in getting to know the children and meticulous in tracking their progress. Resources are imaginatively used to promote learning. Children respond positively and eagerly attempt new activities. One group was observed excitedly building a bear cave outside. The teacher's skilful questioning drew out some good learning opportunities related to space, size and mathematical concepts. A good balance of teacher-led and child-initiated activities meets their needs well. Access to the outdoor area is poor, although there are well considered plans to enhance this aspect of provision.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers responding to the questionnaire were mostly supportive of the school. Most are happy overall with their child's experience at school, and believe that their children enjoy school, are safe, and are helped to live a healthy lifestyle. While a small minority believe that the school fails to deal with unacceptable behaviour, during the inspection, inspectors judged behaviour to have improved and while a very small number of pupils exhibit challenging behaviour at times, staff manage this well. Most pupils behave well. Parents and carers who added comments said how much the school had improved since the arrival of the new headteacher. Others commended the staff for their hard work and commitment. ♦

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sambourne Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 144 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	38	31	58	2	4	0	0
The school keeps my child safe	25	47	27	51	1	2	0	0
My school informs me about my child's progress	9	17	38	72	3	6	0	0
My child is making enough progress at this school	10	19	31	58	8	15	0	0
The teaching is good at this school	17	32	27	51	4	8	0	0
The school helps me to support my child's learning	16	30	33	62	2	4	0	0
The school helps my child to have a healthy lifestyle	20	38	30	57	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	25	36	68	1	2	0	0
The school meets my child's particular needs	13	25	33	62	6	11	0	0
The school deals effectively with unacceptable behaviour	7	13	27	51	11	21	0	0
The school takes account of my suggestions and concerns	9	17	36	68	5	9	3	6
The school is led and managed effectively	15	28	33	62	3	6	0	0
Overall, I am happy with my child's experience at this school	21	40	25	47	3	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 October 2010

Dear Pupils

Inspection of Sambourne Church of England Primary, Warminster BA12 8LF

I am writing to thank you for helping us during the inspection of your school. We especially enjoyed talking to you and listening to your views. We have taken these views into account in writing this report. While some of you are making progress, too many are not achieving as well as you should. For this reason, we have given your school a 'notice to improve' and we have asked the school to take urgent action to make sure you do you as well as you possibly can. The new headteacher has made a good start and there are signs of improvement. Here are some of the main findings from the report.

- Although many of you do well in writing, too many of you are not doing as well as you should in mathematics and science. We have asked the teachers to make sure you practise your skills in mathematics by using them in different subjects.
- The school takes good care of you and this encourages you to feel safe. The school is a happy place and you all get on well together. You have a good understanding of how to live an active and healthy life. Most of you behave well although sometimes in lessons your attention can wander. You can help by making sure you concentrate hard all of the time.
- While some teaching is good, teachers do not always involve you enough in the learning and in particular by making sure you know how to improve. We have asked them to think carefully about this. You can help by asking how you can make your work better.
- When you first arrive in the Reception class, you get off to a good start and make good progress.
- Not all of you attend school regularly enough. It is important for you to understand how important it is to be in school every day if you are to succeed and learn.

Thank you once again for your help during our visit, and best wishes for your work in the future.

Yours sincerely

Tony Shield

Lead inspector

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