

# Inspection of a good school: Sambourne Church of England Voluntary Controlled Primary School

Sambourne Road, Warminster, Wiltshire BA12 8LF

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Inspection date:

26 November 2019

## Outcome

Sambourne Church of England Voluntary Controlled Primary School continues to be a good school.

However, inspectors have some concerns that standards may be declining, as set out below.

## What is it like to attend this school?

Pupils told us that they enjoy coming to school and feel safe. They say that adults in school are kind and expect them to do their best. Pupils take pride in their roles, for example as a school councillor, sport ambassador or play leader.

Pupils enjoy learning. They spoke to us about how they enjoy different subjects, such as history, music and science. Pupils are positive about the number of trips and visits that are on offer to them. They also appreciate the range of clubs, including dance, which are well attended.

Pupils say that behaviour in school has improved since the arrival of the new interim headteacher. They understand the new behaviour systems and say that this has made their school a better place. Pupils say that bullying is rare and, if it does occur, teachers help them sort out any problems quickly.

Leaders know the school's strengths and weaknesses. They know they need to develop the school's curriculum so that pupils achieve well across different subjects. Most parents are positive about the school and feel that the recent changes are making a difference. One parent summed this up by saying, 'We are now more informed, and teachers and pupils seem happier.'

## What does the school do well and what does it need to do better?

Leaders, under the guidance of the new interim headteacher, have made a positive start to begin to address the dip in academic standards. Teachers told us that they love working at this school. They appreciate the time that leaders give them to develop what

they teach. They also told us that leaders consider their workload.

Leaders prioritise reading well. Teachers introduce phonics early in Reception and, as a result, pupils get off to a good start with their reading. They make good use of a range of interesting texts to ensure that the books younger children read match the sounds that they are learning. In key stage 1, teachers ensure that pupils who have fallen behind with their reading are able to catch up with their peers. This is particularly the case for pupils with special educational needs and/or disabilities (SEND) and pupils who are disadvantaged. However, in key stage 2, teachers do not always use assessment effectively in reading. Therefore, the work that is planned does not always meet the needs of all pupils. As a result, pupils, especially boys, lose focus in their lessons. This low-level disruption stops pupils in some classes from learning as well as they could.

The sequencing of mathematics teaching across the school is varied in quality. Some teaching does not build on what pupils already know and understand. Learning is either too easy or too hard for pupils to be successful. For example, some older pupils do not have a firm grasp of their times tables and find working with fractions difficult because of this.

Curriculum leaders are not yet sure about what knowledge pupils have retained and whether pupils are using their skills across the curriculum. Pupils can recall some facts about the Romans, for example, but cannot confidently describe the historical skills they have used. In science, pupils cannot confidently recall their work on space and how this knowledge helps them when learning about rockets.

Pupils with SEND are supported well. Teachers work closely with other adults who make sure that their needs are met effectively. As a result, pupils with SEND are helped to develop confidence and independence.

Pupils develop a wide range of personal skills. Pupils talk confidently about how their work on belonging, friendship and ways to solve problems peacefully helps them to become caring, responsible and active citizens.

Governors are good critical friends to leaders. They have a detailed view of most of the school's strengths and areas for development and use this to hold leaders to account. They agree that there is still some work to do to enable them to have a secure understanding of the school's curriculum.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a culture where the safety and welfare of children is a high priority. They have strong processes in place, which are monitored regularly, to ensure that systems are effective.

Staff are well trained and know how and when to report any concerns about a child's welfare. As a result, any concerns are addressed swiftly and appropriately.

Leaders work with other agencies in a timely and constructive manner. Consequently, vulnerable pupils and their families receive appropriate support to help them.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Teachers do not consistently use assessment information to adapt their teaching to meet the needs of pupils well enough. Therefore, pupils do not build on what they already know in subjects such as mathematics and reading. Leaders should ensure that all teachers make better use of this information to plan for what pupils need to learn next.
- In some subjects, such as science, leaders have not planned the content and sequencing of the curriculum well enough. Therefore, teachers are not clear about what pupils should know and by when, so that pupils can build their knowledge over time. Curriculum leaders should ensure that they are clear about what pupils should know and in what order knowledge and skills should be taught.
- Curriculum leaders do not monitor the quality of education in their subjects well enough. They are not clear on the impact of their plans on classroom practice. Leaders should check that pupils are developing detailed knowledge and skills across the curriculum and that standards are rising because of this.

## **Background**

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Sambourne Church of England Voluntary Controlled Primary School to be good on 8–9 October 2015.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	126374
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10088400
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	128
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jane Stadward
<b>Interim Headteacher</b>	Lisa Tudor
<b>Website</b>	<a href="http://www.sambourne.wilts.sch.uk">www.sambourne.wilts.sch.uk</a>
<b>Date of previous inspection</b>	8–9 October 2015

## Information about this school

- This is a Church of England school and is part of the Diocese of Salisbury. A Statutory Inspection of Anglican and Methodist Schools (SIAMS) took place in October 2015 and judged the school to be good.

## Information about this inspection

- Inspectors held meetings with the interim headteacher, senior and middle leaders, including the special educational needs coordinator (SENCo) and members of the governing board.
- Inspectors did deep dives in these subjects: reading, mathematics, science and history. Inspectors held discussions with senior leaders and subject leaders with responsibility for these subjects, undertook lesson visits, looked at pupils' work and held discussions with pupils and teachers.
- Inspectors also looked at a range of policies and documentation related to school improvement planning and the planning in the wider curriculum across the whole school.
- Inspectors looked at safeguarding procedures and records of safeguarding and behaviour. Inspectors spoke to staff and pupils to evaluate their understanding of

safeguarding procedures and checked pupils' attendance.

- Inspectors observed pupils' behaviour in classrooms and around the school. Inspectors also spoke to pupils about their school life and their views on personal development and behaviour.
- Inspectors spoke to parents and considered 16 responses to Ofsted's online and free-text survey, Ofsted Parent View, and six responses to the staff survey. Discussions with staff were also considered.

### **Inspection team**

Ben Jordan, lead inspector

Ofsted Inspector

Matthew Cottrell

Ofsted Inspector

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