

# Inspection of a good school: St Sampson's Church of England Primary School

Bath Road, Cricklade, Swindon, Wiltshire SN6 6AX

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Inspection dates:

9 and 10 November 2021

## Outcome

St Sampson's Church of England Primary School continues to be a good school.

## What is it like to attend this school?

St Sampson's is a caring and nurturing school. Pupils behave well in lessons because they are clear about the school's 'Super Six' rules for good behaviour. Pupils play well together outside. There are a wide range of activities and resources to make lunchtimes fun, including games, the adventure playground or the quiet area. Pupils are proud of their school.

Pupils are confident learners who work hard because teachers have high expectations. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well because they are given the support they need.

Pupils' strong relationships with staff help pupils feel happy and safe. They say that teachers and other adults always have time to listen to them. Pupils appreciate the extra support provided if they feel sad or worried. Leaders have created a culture where bullying is rare. Pupils are confident that staff will sort bullying out straight away.

Pupils enjoy the range of trips, visitors and themed weeks the school provides to widen their experiences, for example visiting the planetarium. Many pupils are given extra responsibilities, such as being members of the school council, house captains, digital leaders and librarians. Pupils take on these roles with pride.

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

Leaders have designed an ambitious curriculum using the national curriculum as the starting point. Curriculum plans show what pupils will learn and in what order. Leaders have identified the most important knowledge that pupils should learn. Leaders routinely adapt curriculum plans to make sure that pupils learn what they need to know. Leaders support teachers to deliver the curriculum effectively.

Staff are ambitious for all pupils to read well. Pupils are enthusiastic about the books that teachers read to them. Older pupils have a wide knowledge of different authors. Pupils are proud of their library and of the reading areas in each class. Teachers use well-chosen texts to develop pupils' understanding of what they read. Older pupils use the class book to develop well-honed comprehension skills. The teaching of phonics is effective in early years and key stage 1. Children in the early years are ready for the challenges of reading in Year 1. Pupils use their phonic knowledge to read unfamiliar words accurately. Pupils who fall behind get the help they need. However, reading books do not always match the sounds that pupils know. When this occurs, pupils progress more slowly than they should. Leaders have recently introduced a new approach to early reading. This is already improving pupils' reading fluency.

Leaders have ensured that the mathematics curriculum is ambitious. Leaders have identified what pupils need to know in mathematics. There is a clear plan for pupils to gain mathematical fluency. Pupils regularly practise mathematical reasoning and problem-solving. Children in the early years get off to a positive start in early mathematics. Teachers use practical resources effectively to support children's early mathematical understanding. Staff have created a stimulating learning environment where children enjoy their learning. As a result, children's early mathematical understanding is secure and prepares them well for Year 1.

Pupils with SEND are supported appropriately so they achieve well. Teachers ensure that activities are adapted where necessary so that these pupils can learn the curriculum. Leaders provide additional support for pupils who have fallen behind so they can catch up. Leaders use the support from a range of outside agencies so that teachers can meet the needs of pupils with SEND.

Teachers have secure subject knowledge. They routinely check on pupils' progress. This helps teachers to adapt plans and identify pupils who need additional support. The atmosphere in lessons is calm and productive, and learning is not disrupted by poor behaviour.

Pupils are enthusiastic about their learning across the curriculum. They can remember key knowledge that they have been previously taught. In geography, for example, pupils can remember important knowledge from topics such as rivers and mountains. Older pupils have a secure understanding of key scientific knowledge.

Leaders plan a range of opportunities for pupils to enrich their learning, such as residential trips and a wide range of clubs. Pupils learn about different cultures and understand the importance of respect for all.

Governors know the school well. They hold leaders to account well. Staff are proud to work at St Sampson's. They say that leaders are considerate of their workload and place importance on their well-being. Leaders work hard to form strong relationships with parents and the local community. For example, many parents spoke positively about the school's remote learning support during the COVID-19 pandemic.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders place high importance on keeping children safe. Staff receive regular training and know to act quickly. They know how to identify the potential signs of abuse. Leaders and staff receive regular updates to keep children safe. Leaders know their families well. Leaders work well with outside agencies to make sure that they get the support they need. Appropriate checks are made to make sure that all adults are safe to work with pupils.

Children feel safe in school. They are taught how to stay safe online, and older children know about the safe use of mobile phones and social media.

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

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

- Pupils, especially those who have fallen behind, do not always read books that precisely match the sounds they know. When this occurs, pupils are not catching up as quickly as they could. Leaders need to ensure that pupils' books are consistently well matched to their phonic knowledge.

## 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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in June 2016.

## 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 information from Ofsted Parent View 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 the school and 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>	126317
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10199880
<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>	316
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Julian Thomas
<b>Headteacher</b>	Jennifer Bayne
<b>Website</b>	<a href="http://www.st-sampsons.wilts.sch.uk/">www.st-sampsons.wilts.sch.uk/</a>
<b>Date of previous inspection</b>	22–23 June 2016, under section 5 of the Education Act 2005

## Information about this school

- St Sampson's Church of England Primary School is a voluntary controlled school. It is part of the Diocese of Bristol. The previous section 48 inspection took place in September 2016. Due to the impact of the pandemic, the next section 48 inspection has been delayed.
- The school does not make use of any alternative provision.

## Information about this inspection

- This was the first routine inspection since the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector held discussions with the headteacher and other members of staff. They also spoke with pupils about their work and their school. The inspector met with members of the governing body and with a representative of the local authority.
- The inspector carried out deep dives in reading, science, geography and mathematics. This involved: discussions with subject leaders, teachers and pupils; visits to lessons;

reviewing pupils' work; and listening to pupils from Years 1, 2, 3 and 4 read to a familiar adult.

- The inspector looked at leaders' curriculum plans.
- The inspector reviewed a range of documentation about safeguarding, including employment checks and the school's single central record. The inspector spoke with staff about the school's procedures and systems for safeguarding pupils. The inspector also discussed with pupils how the school teaches them to keep safe, including when using the internet.
- The inspector observed pupils' behaviour in the classrooms and at social times
- The inspector considered 103 responses to Ofsted's online survey, Parent View. The inspector also spoke with a number of parents at the school gate. The inspector considered 29 responses from Ofsted's online staff survey and 36 responses from Ofsted's online pupil survey.

### **Inspection team**

Richard Lucas, lead inspector

Ofsted Inspector

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