

Inspection of Sambourne Church of England Voluntary Controlled Primary School

Sambourne Road, Warminster, Wiltshire BA12 8LF

Inspection dates: 2 and 3 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils are enthusiastic learners. Their positive attitudes help create a purposeful learning environment. Leaders have high expectations of pupils. This is appreciated by parents. Pupils say that teachers help them to do their best.

Pupils are safe. They say they can speak to an adult if they are worried. The school has created an effective system called 'bubble time'. Pupils simply attach a peg with their name to a bubble with a teacher's name to request a conversation.

Leaders create opportunities for pupils to contribute to the local community. For example, pupils from each class make a wreath each year for Remembrance Day. They remember former pupils who lost their lives in war. Pupils sing in a community choir and enjoy visits, such as from a local storyteller and a historian.

Pupils relish opportunities to help their peers. For example, some older pupils are reading buddies for younger pupils. Pupils learn about equality and the importance of respecting others. Bullying is rare. When it does occur, leaders take quick and effective action to resolve it.

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

Leaders have made improvements to the curriculum since the previous inspection. They have strengthened assessment in the early reading curriculum. This means that pupils receive effective support if they fall behind. Leaders have also improved the mathematics curriculum. As a result, pupils now build mathematical knowledge cumulatively over time.

Leaders understand the strengths in the school's curriculum and recognise where they need to improve it further. For all subjects, they have set ambitious learning goals. Where the curriculum is strong, leaders have identified clearly the knowledge that pupils should learn. Teaching helps pupils to remember this content over the long term. Therefore, pupils integrate new knowledge into larger ideas successfully. However, in some subjects, the knowledge that pupils should learn is not as well defined as it could be.

Leaders have supported staff with subject responsibilities to sequence the curriculum proficiently. Leaders have also secured specialist teaching for subjects, such as modern foreign languages and music. Leaders have devised professional development to improve the quality of the curriculum. However, leaders and subject leaders do not check how well the curriculum is put into practice, or its impact on improving pupils' learning, as effectively as they could.

Teachers use assessment to check pupils' understanding and their starting points. In the Reception Year, teachers carefully assess pupils' language and communication. There is a sharp focus on developing children's language to prepare them for future

learning. Due to the COVID-19 pandemic, leaders made deliberate changes to the curriculum in key stage 2. As a result, gaps in pupils' knowledge are being closed.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). They provide useful information about pupils' needs and ensure teachers use it. Effective support is provided for pupils with particular behavioural needs. Consequently, there is a demonstrable improvement in such pupils' behaviour.

Leaders have designed a coherent personal development curriculum. Pupils gain an age-appropriate understanding of healthy relationships and different types of families. Leaders effectively adapt the curriculum to respond to important issues. For example, they had concerns about some children's online communication. Leaders therefore prioritised learning about the risks of social media.

Leaders promote good physical and mental health. They provide a range of sporting and artistic opportunities. These nurture pupils' talents and interests. Pupils enjoy participating in different clubs and extra-curricular activities.

There are a range of leadership positions for pupils. These include roles as house captains and sports ambassadors. Members of the school council gather perspectives from their peers. They present them to leaders, who engage with them meaningfully. This develops pupils' understanding of being active citizens.

Governors provide appropriate support and challenge to leaders. They secure external expertise to improve the school's effectiveness. Governors ensure the school fulfils its statutory duties and manages resources effectively. Governors and leaders are sensitive to staff workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Effective training for staff means that safeguarding is a priority. Children feel safe and know how to ask for help if they need it. The school's curriculum helps them learn how to keep safe when on and offline.

Leaders with responsibility for safeguarding carefully monitor pupils for signs of abuse, neglect or exploitation. Where they have concerns, leaders take appropriate and timely action. This includes making referrals to safeguarding partners, if required. The school has appropriate school-wide policy and practice in relation to harmful sexual behaviour.

Leaders ensure appropriate checks are undertaken for adults working in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some aspects of the curriculum, the knowledge that children need to learn is not set out as clearly as it could be. As a result, children do not always gain knowledge cumulatively. Leaders should ensure that essential knowledge is set out clearly in all areas of the curriculum.
- Leaders do not monitor the effectiveness of the curriculum as well as they could. As a result, they are not able to evaluate fully whether pupils are learning and remembering more in all subjects over time. Leaders should ensure that they check the implementation and impact of the intended curriculum.

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.

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

Unique reference number	126374
Local authority	Wiltshire
Inspection number	10241035
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	115
Appropriate authority	The governing body
Chair of governing body	Claire Jessup
Headteacher	Ian Albrow
Website	www.sambourne.wilts.sch.uk
Date of previous inspection	26 November 2019, under section 8 of the Education Act 2005

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 took place in October 2015 and judged the school to be good.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, members of the senior leadership team, curriculum leaders, members of the governing body and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, looked at curriculum planning, visited a sample of lessons, spoke to

teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also reviewed documentation related to curriculum planning across other subjects in the school.
- To evaluate the effectiveness of safeguarding, inspectors scrutinised the single central record of adults working in the school. The lead inspector met with the designated safeguarding lead and examined the school's safeguarding records. Inspectors also spoke with a range of pupils and staff about safeguarding.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, including free-text comments. Inspectors also considered the responses to Ofsted's online staff survey and to Ofsted's online pupil survey.

Inspection team

James Oldham, lead inspector

His Majesty's Inspector

Gary Schlick

Ofsted Inspector

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