

# Inspection of Ramsbury Primary School

Back Lane, Ramsbury, Marlborough, Wiltshire SN8 2QH

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Inspection dates: 8 and 9 February 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected since July 2009.

## **What is it like to attend this school?**

Pupils thrive at this warm and nurturing school. They share their joy of learning in everything they do. Pupils treat each other and visitors with kindness and respect.

Pupils feel safe and happy. They say bullying is rare. If it did occur, they are confident that adults would deal with it quickly. Pupils of all ages are tolerant and caring towards each other. For example, children in Reception Year relish their friendships with their Year 6 'buddies'.

Leaders are ambitious for the wider development of pupils. They provide an exceptional range of extra-curricular opportunities for pupils to learn new skills and develop interests. For example, most pupils learn a musical instrument or play at least one of a vast array of sports. Many pupils audition for the much-loved annual 'Ramsbury's Got Talent' show.

Pupils learn to contribute positively to society. For example, one pupil's work to collect donations for Ukraine became a community effort. Pupils joined with a local charity to collect plastic tree guards in the local area, establishing community links as a result. Pupils embrace collectively working together.

Parents speak highly of the school with many describing it as an 'excellent' school with a 'strong community spirit'.

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

Leaders have designed a rich, ambitious and inclusive curriculum. It is coherently and precisely sequenced across all subjects. Starting in Reception Year, leaders identify expertly the important knowledge pupils will learn. Carefully building on what they know, pupils remember and apply their knowledge to new learning. As a result, pupils recall extensive knowledge over time. For example, in art, younger pupils describe the skills of sketching and recall the pencil types used to achieve the desired effect. Following a museum trip, children in Reception confidently share their learning about fossils. Some children role-play being a palaeontologist, while others attempt to write 'ammonite' using their phonics knowledge.

Leaders have the highest ambitions for every pupil. For instance, in music, all pupils play a variety of tuned instruments when performing a jazz session. Teachers are meticulous in their use of assessment to check on what pupils know and to adapt future learning. This helps pupils secure their learning. In mathematics, teachers make sure pupils who need to, learn about a topic before the class lesson. This helps them to keep up. Pupils with special educational needs and/or disabilities (SEND) have the provision they need. Their progress is closely tracked, and support is bespoke and appropriate. As a result, pupils with SEND learn successfully and with confidence.

Pupils are hugely proud of their work. They display the highest standards throughout their classwork. One pupil confidently explained how they could see progress through their art sketchbook. They describe their artwork as 'beautiful'. These expectations are evident throughout every class and in every subject.

Ramsbury Primary is a 'reading school'. Through their English hub status, leaders share widely their excellent practice and high standards with other schools. Pupils who are in the early stages of learning to read make good progress. Leaders track pupils with precision. If pupils fall behind, carefully planned intervention enable them to catch up quickly. Staff choose books to inspire and motivate pupils to read. Pupils routinely share their enthusiasm for reading and sharing books.

In lessons, pupils follow instructions and listen carefully. A small number of pupils need specific adaptation to manage classroom routines. Staff work effectively to support those pupils. As a result, pupils are all engaged in their learning.

Leaders have planned a relevant and ambitious personal, social and health education programme. As a result, pupils recall their learning with depth and understanding. For example, younger pupils articulate with detail how to stay safe online. Pupils learn about healthy relationships, differences and respect. They relish the many leadership opportunities, such as book worms, school council or the Year 6 ambassador roles. Pupils confidently describe the fundamental British values and their relevance to their roles in school. Pupils say leaders listen and value their views. Older pupils report back the decisions of the school council to younger pupils. This prepares them well for life in modern Britain.

Governors and leaders are relentless in their high expectations. They have an ambitious shared vision for the school. They value leadership at every level. Senior leaders expertly use training and professional qualifications to develop their staff. All staff are proud to work at the school. They appreciate the consideration leaders give to their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are highly vigilant in their care for pupils. Staff record any concerns diligently. Consequently, leaders act promptly to any worries.

Leaders take account of the rural context of the school. They liaise locally and further afield to ensure they have a full understanding of the risks pupils face. Leaders proactively work with external agencies to ensure vulnerable pupils and their families get the help they need. They prioritise clear communication with other agencies.

Leaders support the mental health of pupils. They make sure pupils know how to talk about their feelings. The youngest children can describe how their 'engine is running'.

## 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

<b>Unique reference number</b>	126205
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10256658
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	196
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ashley De Safrin
<b>Headteacher</b>	Joanna Price
<b>Website</b>	<a href="http://www.ramsburyschool.org">www.ramsburyschool.org</a>
<b>Dates of previous inspection</b>	7 and 8 July 2009, under section 5 of the Education Act 2005

## Information about this school

- Ramsbury Primary School is one of 34 English Hub schools in the country. The school supports other schools to improve the teaching of phonics, early language and reading.
- At the previous inspection, in July 2009, Ramsbury Primary School was judged as outstanding.
- There is a before- and after-school club for pupils who attend the school.
- The school uses no alternative providers.

## 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 carried out deep dives in these subjects: early reading, mathematics, music and art. For each deep dive, inspectors discussed the curriculum with

subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector also met with curriculum leaders and looked more widely at documentation and pupils' work in geography, design and technology, English and history.
- Inspectors met with the headteacher, other school staff and members of the governing body. The lead inspector spoke with a representative of the local authority.
- The lead inspector met with the special educational needs coordinator and reviewed the provision for pupils with SEND.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- The lead inspector met with the designated safeguarding leader and reviewed school records, including safeguarding checks carried out on staff working at the school.
- Inspectors considered key school documentation, including the school improvement plan, school self-evaluation, external reports and minutes of governors' meetings.
- Inspectors considered responses to the online survey for parents, Ofsted Parent View, and the views of staff and pupils.

### **Inspection team**

Rachel Hesketh, lead inspector

His Majesty's Inspector

Andrew Evans

Ofsted Inspector

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