

Warminster Sambourne Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	126374
Local Authority	Wiltshire
Inspection number	381221
Inspection dates	22–23 November 2011
Reporting inspector	Diane Wilkinson

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	121
Appropriate authority	The governing body
Chair	Gill Maddocks
Headteacher	Catherine Chalk
Date of previous school inspection	3–4 November 2010
School address	Sambourne Road Warminster Wiltshire BA12 8LF
Telephone number	01985 212458
Fax number	01985 218395
Email address	head@sambourne.wilts.sch.uk

Age group	4–11
Inspection date(s)	22–23 November 2011
Inspection number	381221

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 11 lessons and observed seven teachers. They held meetings with members of the governing body, staff and pupils and a small number of parents and carers bringing their children to school were also spoken to. Inspectors observed the school's work, and looked at analyses of pupils' progress, development planning and monitoring, local authority reports, a range of policies and procedures including those associated with safeguarding, curriculum planning documents and a sample of pupils' work. They also scrutinised questionnaires returned by 23 parents and carers, 69 pupils and 19 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The rate at which learning is making up for past weaknesses and raising attainment in writing, mathematics and science.
- Inspectors evaluated the school's effectiveness in improving the consistency in teaching and learning across year groups, especially with regard to the level of challenge and match of tasks for higher attaining pupils.
- The team looked at the quality of support for pupils whose circumstances make them vulnerable and those with special educational needs and/or disabilities.
- The extent to which the evidence obtained from assessment procedures is helping the school to address weaknesses and set challenging pupil targets.

Information about the school

Warminster Sambourne is smaller than the average primary school in which some lessons are taught in mixed-age groups. The vast majority of pupils are of White British heritage with none speaking English as an additional language. There are a few pupils from the Romany Traveller community. The proportion of pupils with special educational needs and/or disabilities is above average, considerably so in some year groups. These mainly relate to speech, language and communication and social, emotional and behavioural needs. The proportion of pupils known to be eligible for free school meals is below average. The school holds the Activemark and Healthy Schools status. At the school's previous inspection, the school was given a notice to improve. Significant improvement was required in relation to the attainment and progress of pupils particularly in mathematics and science; the quality of teaching; and the attendance of pupils. Since that date there has been support from the local authority. The school was visited in May 2011 by one of Her Majesty's Inspectors who was of the opinion that the school was making satisfactory progress in addressing the issues for improvement.

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?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Warminster Sambourne provides a satisfactory standard of education. Improvement since its previous inspection has been rapid. All areas for improvement identified then have been addressed well, with a strong determination among staff and members of the governing body to improve further. Self-evaluation and monitoring procedures are highly effective in identifying where further improvement is needed, with good action planning in place to address this. Strengths such as these confirm the school's good capacity to improve further.

Assessment, marking and target setting procedures have improved and underpin developments made this year, especially with regard to adapting future planning. The improved curriculum supports the systematic development of key skills. Lesson activities are more interesting, relevant and meaningful. These together with improved behaviour management, ensure pupils enjoy learning. Pupils' learning and well-being are enhanced well through good partnerships with a range of schools and organisations. Procedures for supporting attendance are excellent and attendance levels are high. Pastoral support effectively underpins pupils' good personal development. Pupils become friendly, thoughtful, well behaved and confident. They contribute well to school and community life and develop a good awareness of how to keep healthy and safe. The latter is supported by good safeguarding procedures.

Teachers' subject knowledge is secure and inadequate teaching has been eradicated. The quality of teaching continues to improve. Although good and, on occasions, outstanding teaching was seen during the inspection, the impact of teaching on learning is satisfactory. Over the past year an increased level of challenge and pace has raised the rate of pupils' progress, although less so for more-able pupils. Pupils in Years 1 to 6 are quickly making up for slower progress made in the past, but some weaknesses remain. There are still inaccuracies in younger pupils' spelling and handwriting and older pupils' use of vocabulary is limited. Pupils' calculation skills are secure, as is their scientific knowledge, but their capacity for planning and carrying out investigations or problemsolving is less well developed. Achievement is satisfactory and attainment is broadly average. The support for pupils at risk of underachieving, including those with special educational needs and/or disabilities and pupils from Romany Traveller families, is very effective so that they make good

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

progress. Strengths in the Early Years Foundation Stage have been maintained. Children's progress is good and improving rapidly in writing skills.

A complete overhaul of the assessment and tracking systems ensures assessment is now accurate and very regular. This helps staff keep a careful check on individual pupils, intervene when progress slows and use this information to help plan future activities. Marking is good and pupils' challenging individual targets are monitored regularly. However, insufficient reference is made to assessment information and pupils' targets in the planning and delivery of all lessons to support their learning.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise pupils' attainment and accelerate the rate of progress, especially for the more able, by:
 - providing more opportunities for pupils to plan, research and carry out problem-solving or investigative activities in mathematics and science
 - extending the range of vocabulary that pupils use, improving the handwriting and spelling of younger pupils and encouraging older pupils to write at greater length.
- Increase the effectiveness of teaching so that at least 80% is good or better by July 2012 through:
 - raising the level of challenge in activities, particularly for more able pupils
 - making better use of assessment information and target setting to support learning in the planning and delivery of lessons.

Outcomes for individuals and groups of pupils

3

Enjoyable lessons engage pupils so they want to come to school and work hard. Attainment has risen well over the past year and continues to do so and remaining weaknesses are beginning to be addressed. The strong promotion of literacy and numeracy skills has ensured pupils are satisfactorily prepared for the future. New resources for reading have brought about improved progress in this aspect of literacy. In writing, pupils write effectively in different formats, such as instructions or stories, using connectives to make their writing flow and strategies like alliteration to engage the reader. They use subject specific vocabulary accurately and 'wow' words to make their work come alive, but the range of vocabulary used is limited. The presentation of younger pupils' work is not always good enough and the length of older pupils' writing is generally restricted. The strong promotion of key skills and concepts has improved attainment and progress in mathematics and science. Year 6 pupils calculate accurately when working with measures or data and know the effect

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

of different forces and the properties of materials. Their ability to investigate or solve problems, although improved, is limited.

Pupils' personal qualities are good and they recognise that pupils who find maintaining good behaviour difficult are dealt with effectively. They are well aware of the importance of healthy eating and regular exercise, evident in the Activemark award and Healthy School status achieved. School life is considerably enriched through the work of the school and eco councils and Reception children's 'Buddies'. Very good assemblies and church links ensure pupils are very reflective and contribute well to the local and wider communities, including through fundraising. Music plays a leading and enjoyable part in school life, with staff ensuring that pupils learn about cultures different to their own.

These are the grades for pupils' outcomes

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

How effective is the provision?

Recent improvements in curriculum planning ensure that pupils build on and extend their skills and knowledge. Links between subjects provide many opportunities for pupils to use their literacy and numeracy skills, although there are few opportunities for pupils to work independently in planning and carrying out a piece of work. Visits, visitors and after-school clubs enhance learning and enjoyment, with partner organisations providing good support, especially in the range of sports activities offered.

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

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

The improved curriculum provides advice on how learning should be built on and helps teachers to plan more appropriately for different ages and ability groups. Teachers now have higher expectations of what most pupils can achieve, but some activities for the more able do not challenge them sufficiently. Behaviour management is now consistent across all classes so that pupils are very clear about what is expected. The strong emphasis this year on training for teachers and classroom assistants ensures they confidently explain new things. More thorough assessment and very regular progress meetings ensure that pupils' targets and lesson activities are increasingly ensuring work is matched to pupils' needs. The use of assessment information and reference to individual targets in lessons are not fully embedded.

Very effective support is in place to help those pupils falling behind to catch up and the one-to-one activities available for them are excellent. Procedures for induction and transfer to a new class or school are good. Liaison with agencies such as Traveller education, or speech and language support enhances the provision for pupils who may need it. Parents and carers are pleased that any concerns they raise about their children are responded to well.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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 provides very strong leadership and benefits from the effective support of a good senior leadership team and the commitment of staff members. In this small school they have had to work very hard to achieve good improvement over the past year. Morale and enthusiasm among staff are high. Parents and carers are full of praise for how the school has improved and are very appreciative of the way staff support them in helping their children's learning. Staff commitment to driving forward improvement is supported well by the procedures in place for monitoring provision and tracking pupils' progress, and the good support for teaching and learning. Aspects identified as weaker features of the school's work during the inspection have already begun to be addressed. The governing body challenges and supports the school well. Its good monitoring procedures have been instrumental in helping members to assist the school in addressing issues identified at the last inspection. Link governors' work is good, for example, in supporting the leadership of special educational needs and/or disabilities. This is one way in which the school ensures that pupils have satisfactory equality of opportunity. The school is successful

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

in tackling discrimination, evident in the self-esteem exhibited by pupils from minority groups and the harmonious relationships among the school community. Community cohesion is promoted appropriately through secure attention given to the range of diversity within the local community and beyond. Financial management is strong and resources are allocated well to support improvement in aspects such as reading or mathematical calculation. The school provides satisfactory value for money.

Procedures for the vetting and appointment of staff are good. Child protection policies and procedures are effective and risk assessments robust. All safeguarding training is fully up to date. Parents and carers very much appreciate the approachability of staff and the regular two-way communication through home learning books. Partnerships with the local authority and other schools in the area have provided considerable support and training to help the school to improve.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The good provision seen at the last inspection is being built on well. The new teacher has excellent expertise in the Early Years Foundation Stage and she is supported well by an experienced and effective teaching assistant. There is already evidence of increased progress in important areas such as children's knowledge and understanding of the world and in writing. Planning is very good, seamlessly linking areas of learning together so that children have many opportunities to practise important literacy and numeracy skills. The staff team works very well together so that children benefit from a consistent approach and effective assessment of the levels at which they are working. Children's great excitement in learning is carefully controlled by staff, especially in activities that children choose for themselves so that

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

no time is wasted. For example, children enjoyed writing invitations to *Kippers' Birthday Party* often returning to the writing table to do this on their own, using their knowledge of letter sounds to write the words. Great excitement is generated in counting toys and recognising that one more than four is five, with some children then sorting other toys and comparing how many they have of each colour.

Activities are well adapted for children's differing stages of development and also to take account of the small number of Year 1 pupils in the class who provide excellent role models for Reception children. Children quickly learn how to use resources safely and so need only minimal supervision when working alone. Access to the outdoor area is difficult, with the hard surface inappropriate for some activities and lack of cover limiting its use in inclement weather. Despite this, staff are very creative in its use so that children's physical development is not affected. Staff are taking advantage of the planned building work by designing an outdoor area to support learning more effectively. Leadership of the setting is good, with effective self-evaluation and action planning enhancing learning. Staff have built up excellent relationships with parents and carers, who feel very much partners in their children's learning and are very pleased with the quality of provision.

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

Only a small minority of the parents and carers returned the questionnaires. The views of a small number of parents and carers spoken to by inspectors were also taken into account.

Parents and carers recognise the hard work of staff over the past year and are well aware of the good improvements made during this time. They especially praise the work of the headteacher, the much improved behaviour and the way that staff respond to any concerns or ideas. Most parents and carers feel that the quality of teaching is good, that their children are well looked after and that they are making better progress than in previous years although some parents and carers are still concerned about gaps in their child's learning. Parents and carers of children who have specific needs are highly satisfied. Inspection evidence supports these views. It also shows that considerable improvement has been made over the past year, including in children's progress, although some gaps still remain. The school is

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

working hard to address these.

Of most concern to a very small minority of parents and carers who returned the questionnaire or who wrote to inspectors was the way that behaviour is managed. All parents and carers who were spoken to felt that this was no longer an issue, as did the pupils. Evidence supports the latter view.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warminster Sambourne Church of England Voluntary Controlled 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 23 completed questionnaires by the end of the on-site inspection. In total, there are 121 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	61	8	35	0	0	0	0
The school keeps my child safe	10	43	13	57	0	0	0	0
The school informs me about my child’s progress	11	48	12	52	0	0	0	0
My child is making enough progress at this school	8	35	12	52	3	13	0	0
The teaching is good at this school	9	39	13	57	1	4	0	0
The school helps me to support my child’s learning	8	35	15	65	0	0	0	0
The school helps my child to have a healthy lifestyle	6	26	15	65	2	9	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)	4	17	15	65	1	4	0	0
The school meets my child’s particular needs	8	35	11	48	2	9	0	0
The school deals effectively with unacceptable behaviour	5	22	13	57	2	9	0	0
The school takes account of my suggestions and concerns	5	22	15	65	1	4	0	0
The school is led and managed effectively	6	26	17	74	0	0	0	0
Overall, I am happy with my child’s experience at this school	10	43	10	43	2	9	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



24 November 2011

Dear Pupils

Inspection of Warminster Sambourne Church of England Voluntary Controlled Primary School, Warminster, BA12 8LF

Thank you for welcoming us to your school. We very much enjoyed our time talking to you and seeing all the things you do. I particularly want to thank the pupils who gave up their lunchtime to talk to us. Our evidence shows that your school is satisfactory, but many things have improved recently and continue to do so.

Here are some of the things we found out were good about the school.

- You do well in your personal development. You are friendly, thoughtful and well behaved, help a lot around school, in your local community and with fundraising and are well aware of how to keep healthy and safe.
- Adults look after you and support those of you who need extra help well.
- Reception children get off to a good start and make good progress.
- You enjoy lessons, work hard and attendance levels are high.
- Staff work well with your parents and carers and other schools and organisations to support your learning.
- Your headteacher, staff and members of the governing body have helped your school to improve well over the past year.

Here are some of the things we have asked the school to improve.

- Your attainment could be better if you improve your handwriting and spelling, the range of vocabulary you use and longer pieces of writing. You could become better at investigating or solving problems in mathematics and science. You can help by trying very hard to improve these things.
- Teachers could make better use of the information they have on how well you are doing and your targets during lessons.

Yours sincerely

Diane Wilkinson
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**